

The Business Education Program in the Secondary School Principals

The Business Education Program in the Secondary School

THE publication describes the characteristics of a good business education program in the secondary school in terms of housing, equipment, and teaching staff; teachers' selection, guidance, placement, and follow-up; curriculum; co-ordinated work experience; child-rearing; research and evaluation of the effectiveness of the program; shortened, typewriting, bookkeeping, bank bookkeeping, occupations, and clerical practice. It discusses how business education can contribute to general education, vocational competency, and community relationship and how business schools, institutions, the U. S. Office of Education, and state and local education can cooperate and assist in the development of all phases of business education.

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THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

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Frankly Speaking

IN an age of many changes in our way of daily living, an education program for all of our youth must give full cognizance of the mode of life today and tomorrow in our nation and in the world. For some time the National Association of Secondary-School Principals sought an exposition and proposal of an extremely important and significant area in the education for youth, *business education*. Its high hopes were realized when this special issue became possible.

This is a comprehensive treatment of the total area of business education in the total program of education for youth. It expresses the practical goals of recognized leaders in this field. Every school administrator ought to examine this program of business education with engaging interest in a better program for youth.

Secondary-school administrators should be deeply grateful to the National Council for Business Education of the United Business Education Association and subsequent approval of its Representative Assembly for urging and selecting Hamden L. Forkner, Professor of Education and Head of the Department of Business Education, Teachers College, Columbia University, to accept complete responsibility for this special issue of *THE BULLETIN*. Dr. Forkner planned this publication, secured contributions from specialists, selected the manuscripts for publication, and served as general editor for the complete issue.

The National Association of Secondary-School Principals expresses its appreciation to many others who had a significant share in the final publication of this special issue on *The Business Education Program in the Secondary School*. Special recognition is given to all the authors of assigned phases of the business education program whose names appear with their articles; to Hollis P. Guy, Executive Secretary, United Business Education Association, for his untiring co-operation; and to members of the editorial staff of the National Association of Secondary-School Principals in preparing and carrying this publication through the press—Walter E. Hess, Managing Editor of *THE BULLETIN*, and Mildred B. Jennette and Nellie Z. Thompson.

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1201 Sixteenth Street, N. W., Washington 6, D. C.

An Open Letter to All Principals

From: THE BUSINESS EDUCATION TEACHERS OF AMERICA

To: THE HIGH-SCHOOL PRINCIPALS OF AMERICA

Dear Mr. Principal:

THE business teachers of America constitute one of the major groups of subject matter teachers. They are engaged in this great enterprise of education in a sincere attempt to help boys and girls live more useful lives, to know how to earn a living, and to know what makes our economic system the greatest in the world.

Some would say that we business teachers are highly trained specialists who are more interested in skills than we are in boys and girls. But, Mr. Principal, we are certain that if you were to watch the boys and girls in your school, even for a short time, you would find them going in large numbers to the business teachers for guidance and help regarding various matters. No, the business teacher is not merely interested in words per minute or getting correct balances in bookkeeping and the like.

We think, Mr. Principal, that you will find the business teacher in your school has as close a contact with the lives of boys and girls as any other specialized subject matter teacher. In addition to knowing the young people's problems, you will also find that he knows a considerable number of business people in the community through his student placements and other activities.

We know that you are often harassed by well-meaning teacher groups to get more of this or that subject included in the curriculum. Every specialist in your school is just certain that, if all the boys and girls took more of his particular subject, the world would be saved, the Russian problem would be solved, juvenile delinquency would cease, our national budget would be reduced, our income taxes could be eliminated, our moral commitments would be met, and all the other problems facing our society would disappear and we would live in Utopia!! We suppose you have been told such things even by some of us business teachers.

We are certain, however, that, for the most part, the business teachers of this country would honestly say that they have two or three major tasks to perform which are different from those performed by other teachers in your school. We think the business teachers are more adequately prepared in terms of experience and college courses to deal with the economic activities of business and how they affect the lives of all of us more than any other group in your school. The business teacher is concerned with helping young people to know something about this economic system of ours from the point of view of what the world of work holds for young people who want to enter business, as well as to know what business institutions serve the public and what consumers can expect of these institutions.

We are aware, Mr. Principal, of the monumental work your National Association has done in bringing together an important body of consumer information for the high-school teachers of this country. We business teachers have been proud of the fact that several of these bulletins were prepared by our own people. You see, Mr. Principal, we business teachers feel that you would like for every boy or girl who goes from your school to have a basic understanding of what his rights and duties are in this complex economic system of ours. You want him to know how to open a bank account and how to borrow money without signing his life away. You want him to know what social security means for himself and his family and how to vote on issues that affect his economic future. He must know about such things as insurance on his life, his automobile, and his property; about going into business either alone or in partnership with someone else. These are just a few of the things that we know you would like every boy and girl to know when they leave your school.

You want every person to be able to reflect on his school experiences and to be able to say, "My school helped me in many important ways." So, you see, Mr. Principal, we business teachers have a body of subject matter that is really social in nature and is, in fact, a part of his social studies curriculum but offered by your business teacher. We think every high-school boy and girl should have a year with the business teacher in your school as a part of the sequence of social studies. Certainly, next to knowing about his local, state, national, and world government, business information is of next in importance to him and far more important than knowing a smattering of the history of the world. We want him to know about the history of the world, too; but, if a choice has to be made, then we want him to know how to live effectively, here and now, in terms of civic and economic competence. Don't you think we have an important point?

Also, Mr. Principal, we business teachers want the boys and girls who go to work in stores and offices in the community which your school serves to be able to bring credit to the school by doing an outstanding job. We want the businessmen of the community to say, "Those young people whom we employ from the local high school are 'tops' when it comes to turning out work and taking responsibility for the job they have to do." We think you want that too. In other words, we want to help boys and girls in the high schools of this country to find the kind of occupation they think they want to enter and then to provide the facilities so that they will perform those jobs the way the businessman wants them done. You see, we feel that, if a youngster can go from high school into a store or office and earn his way from the start instead of having to go through a long apprenticeship, we will be contributing to the total welfare of the community.

The subjects of shorthand, bookkeeping, typewriting, office machines, store service, general clerical, filing, and the like are designed to help boys and girls to explore their interests and, further, to help them to achieve high skills in performing office and store duties when they start to work. Some of these youngsters will achieve occupational competence in the high-school years. Others will make a good start toward occupational competence but, because of many factors, they may need to continue further study beyond the high school in the local community college, the evening high school, the local business school, or they may have to take a lower-level job at first and then advance on the job. But we believe you want the high school to go as far as it can with every boy and girl in preparing them to make a living, because making a living is one of the most important problems that face all young Americans.

We are grateful to you and the members of the executive committee of your National Association for giving us an opportunity to put before you the story of business education in the secondary schools of this country. We want this publication to serve you in the best possible way. We want to tell our story in such a way that, if you are the principal of a large high school or a medium-sized high school or a small high school, you will find some guides in planning the business program in your school and some suggestions for evaluating it.

We have asked a principal of a high school to tell you what he thinks business teachers ought to be doing. Following his presentation, we have tried to state as clearly as possible the characteristics of a good business education program so that you will have a yardstick, as it were, to measure your own school. Then we have asked our own men and women, who are recog-

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nized as authorities in the various phases of business education, to enlarge on that characteristic and show how it might actually operate in a school. Finally, we asked certain specialists to give you some help in observing and evaluating the teaching in the various subjects in the field of business. We hope you will use this publication with your teachers and that it will prove of value to you in building for better education in general and business education in particular. We also hope you will ask us again in a few years to take another look at business education so that we may all keep up to date in this fast-moving world.

Thank you for giving us this opportunity to share our thinking with you.

For the BUSINESS EDUCATION TEACHERS OF AMERICA

Paul E. Ellicker

PAUL E. ELICKER, *Executive Secretary*
National Association of Secondary-School Principals

Hollis Guy

HOLLIS GUY, *Executive Secretary*
United Business Education Association

CHAPTER I

What a High School Principal Thinks Business Education Should Do

JOHN V. WALSH

EVERY curriculum in the high school should contribute to four phases of youth development; namely, increase knowledge, develop skills, increase the power to solve problems of living, and, finally, develop proper attitudes. These have been generally accepted by educators over the years as fundamental to every educational experience. The business curriculum should be judged by every high-school principal on the basis of the extent to which it contributes to these phases of development.

Although the business curriculum consists of the stenographic, bookkeeping, clerical practice, and merchandising subjects, the stenographic and bookkeeping subjects continue to enroll the majority of business pupils. In my particular school, the majority of the business pupils who complete the bookkeeping and stenographic curriculum obtain positions in these areas of work. Even though the student does not obtain a position directly related to his area of specialization, the relationship between what he learns in the stenographic and bookkeeping courses to other jobs and activities in which the graduate engages is high, as shown by studies which have listed duties to be performed in various office and store positions.

The vocational aim of the business subjects continues to be the major aim in most high schools. Along with this vocational aim is the aim of business education for personal use which is concerned with helping the individual to be an intelligent consumer and to know about how our economic system works and what he must do to be able to work effectively in that system. Thus the knowledges, skills, powers, and attitudes permeate the entire activities of the business student.

Personal business competencies are needed by all students in the high school because everyone, regardless of his vocation or profession, is continu-

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ously engaged in activities that have to do with money, banking, labor relations, credit, installment buying, taxes, insurance, consumer buying of both goods and services, social security, and legislation which affects our economic life. The high-school principal should make certain that no pupil is graduated from his school without some degree of understanding and knowledge about these phases of economic life. The subjects of English, mathematics, science, social studies, and the various business subjects should, and often do, contribute to these knowledges and powers. But the principal must make certain that preparation to deal with economic phases of life are not left to chance but rather that specific plans are made to see that every part of the school curriculum deals effectively with these matters.

The high-school principal must also make certain that those who are preparing for vocational business life also secure an adequate background in general education. The business worker needs as much emphasis on the cultural phases of education as a student who plans college or other pursuits.

If the business student needs specialized English or mathematics, these are best dealt with functionally in the shorthand, bookkeeping, clerical practice, or merchandising classes. The high-school principal should not be disturbed if the various subjects in the school touch upon the needs of pupils and seem to repeat or overlap. This is all to the good because (1) the pupils will be helped to appreciate the interrelationships of various subjects; (2) they will get an enriched understanding through looking at topics from different angles; (3) the study of a topic in one department tends to give impetus to the study of the same topic when it is met with in another department; and (4) it impresses the pupil with the fact that the topic is important.

SKILLS

The high-school principal will usually find his business teachers to be thoroughly competent in the teaching of skill subjects. Most business teachers prefer to teach the skill subjects because they are generally more organized and standardized than the social or basic business subjects.

The standards of performance in skill subjects has long been a matter of disagreement among educators. Business must generally require one hundred per cent accuracy. Customers are not satisfied with mistakes in addition or multiplication on bills they are required to pay. Letters with misspelled words and incorrect English are not acceptable to business. Business must have production and the production must be on time. If one person is unable to produce because of his lack of preparation, another is hired who can. But the school must take the pupils who come to it and, by patient understanding, attempt to prepare the pupil for entering a posi-

tion in business or industry. Some pupils will be able to meet the entrance standards of the business firm with the highest requirements; others will meet standards at a lower level. The school passing mark is not necessarily a business standard. Perfection is the goal of the school, but the school is a place where learners are permitted to try again and again and where mistakes are the rule and not the exception. Perfection often comes only after long experience on the job.

DEVELOPMENT OF POWERS

Power means the ability to select from the knowledges and skills one possesses and to employ them effectively in accomplishing a purpose, such as solving a problem. Where subjects are learned in isolation, the opportunity to develop power is frequently not present or at least overlooked. Learning activities which actually function by requiring the pupil to use his skills and knowledges give him an opportunity to try his wings. An excellent example of a functional opportunity to develop power is found in the case of those who work in the co-operative work programs of a school. The pupil may have the necessary skill or he may possess the knowledge to do the job, but he is frequently unable to bring the two together in a satisfactory manner. Others do not have a broad enough preparation. Many of the unacceptable graduates have failed in employment because they do not have an over-all view of business operations. High-school pupils who plan to work in an office should be prepared in both bookkeeping and secretarial work because they will then be more likely to acquire a range of knowledges and skills which are necessary to improve their output as office workers.

CO-OPERATION WITH BUSINESS

The business department of a high school should co-operate closely with business and seek the co-operation of business in all matters of curriculum planning, standards, and employment. During the war, remarkable progress was made in this direction through the co-operative and part-time work experience programs. Business was glad to secure pupils on a part-time basis. The experience provided an opportunity for the functional use of the learnings of the classroom. In some communities, this co-operation ceased after the period of full employment passed, while in others it has continued to serve a very important need of the school in that the pupils are earning while they are learning and they are being aided to see the importance of good skills and extensive knowledge.

Supplementing the work experience programs, benefits will also accrue through periodic conferences between representatives of business and of the

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school. An example of the outcomes of one of these conferences is the list of recommendations which follow.

1. Have less direction by the teacher in the twelfth year and more responsibility placed on the student for his own work.
2. Teach students what is suitable dress for office work.
3. Give students experience in filling out application blanks until they can do so accurately without assistance.
4. Give extensive practice in how and when to use a dictionary.
5. Give students experience in taking employment tests since many firms administer such tests to applicants.
6. Provide a refresher course in arithmetic in the last semester for those who are unable to perform satisfactorily.
7. Provide practice in typewriting and transcription right up to graduation.
8. Provide adequate practice in the proper use of the telephone.
9. Encourage boys who are going into office work to learn typewriting because of the many opportunities this knowledge opens to them.

The principal should expect favorable attitudes to be developed in all areas of instruction in the business curriculum. The pupil who elects the business curriculum fully expects to use the vocational preparation which he obtains in high school on a job. The incentive of use for this pupil is always present to give impetus to insure the development of favorable attitudes. The learning activities in the business curriculum are such that they can be conducted in a way so as to make the pupils feel that each piece of work is real and that it actually counts.

Many pupils in the business curriculum are not there through choice, however. Many are there because they have failed in the more abstract subjects and have been placed in the business curriculum by their counselors since there is no other place to put them. But even with these young people, the opportunity to develop good work habits, pride in their work, and the desire to succeed should not be overlooked.

CONCLUSION

Unless the principal and his business teachers are in constant touch with businessmen and business procedures, out-worn and archaic methods and content will tend to be perpetuated and the business curriculum will become an anomaly. The high-school principal should be satisfied with nothing but an up-to-date, functioning business curriculum. Anything less than this is unfair to the young people who are depending on him for their non-vocational business experiences and for preparation for initial employment.

CHAPTER II

Characteristics of a Good Business Education Program

HAMDEN L. FORKNER

BUSINESS education has had a long and interesting development in the secondary schools of this country. Social, political, and economic crises and two world wars have had a marked effect on high-school curricula. An ever-increasing number of young people in our schools who are not headed toward college and the popular conception that public education should prepare for whatever occupations are common to the community have forced most high schools to expand their vocational offerings to cover many fields. Opportunities in business occupations have markedly increased during the last half century, especially for women in offices and stores. Progressive high schools have been sensitive to these changes and have, accordingly, taken the necessary steps to make the high-school program serve the needs of pupils and the business community.

The high-school principal's task is a tremendous one in that every department of his school is confident that, if it could have more of the student's time than it now has, all the problems of the world would be solved. The principal cannot be expected to be an expert in all phases of the high-school program. He must depend upon those who have specialized in the various fields to advise him. The National Association of Secondary-School Principals has been instrumental in bringing together as much help as possible to assist the principal to make wise decisions. The action of the executive committee of this National Association in asking authorities in the various fields of secondary education to state their objectives, standards, and methods of evaluating the work of the school is a forward step. It should result in better programs of education for youth.

This chapter will attempt to enumerate those characteristics which a high-school principal should look for in determining whether his school is

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doing an effective job in business education. Succeeding chapters will discuss each of these items in detail and provide specific suggestions for implementing a good program. Finally, suggestions for evaluating instruction will be offered.

BUSINESS EDUCATION CONTRIBUTES TO GENERAL EDUCATION

Every individual, at one time or another, uses business services. He buys merchandise, insurance, and services; he contributes to social security; he pays taxes; he votes on issues that have to do with his economic life. Business education that deals with these aspects of daily living is comparable to the social studies curriculum that deals with civic competence. Both are equally important as a part of the requirements for social-business competence on the part of all youth. A realistic program of education for boys and girls recognizes the basic business offerings as one of the general education requirements for high-school graduation for everyone.

BUSINESS EDUCATION CONTRIBUTES TO OCCUPATIONAL COMPETENCE

The second major function of business education is to prepare young people for occupational life. Occupational competence means more, however, than occupational skill. The modern worker must know about the economics of his job. He must be able to perform at a standard required of the beginning worker. He must be able to advance on the job as a result of the preparation he secured in school and the experience on the job. He must have as many skills to market as his abilities permit him to acquire. He must have proper attitudes toward work and must possess those traits which make for success on a job.

The effective business education department in a high school knows the level of skills required for occupational competence. Its goal is to prepare pupils to meet these standards. It also knows that all jobs do not require the same level of skill even though the job title is the same. Accordingly, the good business education department prepares each pupil so that he can fill a job that is suited to his abilities; it does not require all pupils to meet the same standards.

BUSINESS EDUCATION CONTRIBUTES TO GOOD COMMUNITY RELATIONS

A business firm or a manufacturer builds his reputation on the service he renders or on the product he produces. Likewise, the school has a good reputation or a poor one depending upon the kind of work young people do and the attitudes they possess when they enter the business offices and stores of the community as workers. Most high schools are extremely sensitive regarding the reputation they maintain with colleges and universities

which accept their graduates for college work. High schools should be equally sensitive regarding the reputation the school has in the local community for turning out capable store and-office workers.

Colleges and universities do not vote bonds for better schools or support plans for increased salaries for administrators and teachers. Local businessmen and women and young people who remain in the community to work there make these decisions. Is it not just as important to make certain that the business education department does as creditable a job as the college preparatory division of the school? This is good community relations. In addition to this phase of community relations, the business department can also serve many community agencies by doing office work for them, thus promoting good community relations.

A GOOD BUSINESS EDUCATION DEPARTMENT IS ADEQUATELY HOUSED AND EQUIPPED

The tradition of equipping a business department with typewriters is fairly well established. Some schools, however, still charge fees for use of typewriters while they do not charge fees of pupils who use expensive equipment in chemistry or physics. There is no more justification for charging for the use of a typewriter than there is for charging the pupil for the use of the seat he sits in while studying English. Each is essential to his education.

The modern office and store are highly mechanized. No business education department can do an adequate job unless it has those machines and other equipment which are needed to prepare young people for jobs. Business education equipment is not expensive in terms of the number of pupils who use the machine and the full-year-round use they receive.

A GOOD BUSINESS EDUCATION DEPARTMENT HAS COMPETENT TEACHERS

Competency to teach involves not only the special skills required of teachers of skills and basic business subjects, but also an attitude toward teaching that places the desire to serve pupils and the community above other considerations. The teachers in a good business education department keep aware of changes in office and store occupations by regular visits to stores and offices and by keeping in contact with their former pupils who are now employed. They seek every opportunity to secure part-time employment in the field of their specialization in order to keep abreast of the times.

STATE AND LOCAL SUPERVISION IS PROVIDED TO IMPROVE BUSINESS EDUCATION

The extensive relations which a good business education department maintains with business firms require supervision and co-ordination. Even

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though the regular academic departments of a high school may not have local or state supervision, it is imperative that some one person at the local and state level be charged with the responsibility of co-ordinating the school program with business. Another important phase of supervision, which is often overlooked, is that of co-ordinating other phases of the secondary-school program with the work of the business department.

THE GOOD BUSINESS EDUCATION DEPARTMENT HAS AN EFFECTIVE GUIDANCE, PLACEMENT, AND FOLLOW-UP PROGRAM

One of the essentials of any vocational program is selection of pupils who can profit from vocational education. Equally important is a placement program which actively seeks positions for those whom the school prepares and which follows these young people onto their jobs to learn how effectively the school program prepares for occupational life. The follow-up program provides essential data which are used to revise curricula and to improve teaching methods.

EFFECTIVE TEACHING AIDS ARE AVAILABLE AND ARE USED

A good school supplements the teacher and the textbook with materials and supplies that improve learning. These aids are often constructed by the pupils themselves. At other times, they are purchased or rented. A good school makes budgetary provisions for teaching aids and facilitates their use by making them easy to obtain and use.

EXTRACLASS ACTIVITIES ARE USED TO STRENGTHEN THE TOTAL EDUCATIONAL PROGRAM

A good business education department has a business education club or a chapter of the Future Business Leaders of America which is sponsored by the United Business Education Association, a department of the National Education Association. The chapter may be organized for office workers or for store workers. It participates in the state and national programs of the organization.

TEACHERS KNOW WHAT STANDARDS OF BUSINESS ARE

Business education is a business and, like a business, it must meet the specifications of those who want to use its service. Young people must be prepared to meet business standards if the school is to be a credit to the community.

WORK EXPERIENCE OPPORTUNITIES ARE PROVIDED

There is no substitute for experience in learning how to do a particular task. The most effective experiences are those which are co-ordinated with

the learning experiences of the school. Co-operative, part-time work experience provides the optimum kind of preparation for store or office work.

PROVISION IS MADE FOR ADULTS

A good business education program not only provides for adults who wish to advance in their present positions but also provides for those who wish to enter business occupations or to prepare for new occupations in business.

THE DEPARTMENT CO-OPERATES WITH TEACHER EDUCATION INSTITUTIONS

The business education department makes use of the facilities of colleges and universities which prepare business teachers. These facilities include the services of professors in conducting in-service programs for teachers, in planning curriculum changes, and in providing opportunities for prospective teachers to gain experience.

TEACHERS ARE ENCOURAGED TO PARTICIPATE IN RESEARCH

Experimentation is the basis for change. Yesterday's patterns were not designed for today's world. An experimental attitude is necessary if teachers are to keep up with this fast-moving world. Teachers should constantly be seeking new ways to do what they are now doing. This is down-to-earth research in which most teachers can engage.

THE BUSINESS DEPARTMENT UTILIZES THE SERVICES OF STATE AND FEDERAL BUSINESS EDUCATION DIVISIONS OF EDUCATION

If the Business Education Division of the U. S. Office of Education or a state education department does not provide needed services to principals and teachers, it is largely due to the lack of demand on the part of teachers and principals for service. Alert teachers know what services are available and make use of them. They also demand service in the way of teaching guides, bibliographies, consultants, and conference leaders.

THERE IS AN ONGOING PROGRAM OF EVALUATION

A good business education department is continually evaluating itself, and the principal of the school assists in that evaluation.

SUMMARY

Few schools have the funds, staff, or opportunity to attain an ideal business education department. All can strive, however, to advance from where they now are to a higher level of accomplishment. The chapters which follow seek to help teachers and administrators in this important task.

CHAPTER III

Business Education Contributes to General Education

RAY G. PRICE

BUSINESS education has always contributed, in various ways and in varying degrees, to general education. The extent of this contribution depends upon one's concept of both. Not all curriculum workers are aware of how business education can and does share in the general education of youth. Today, much attention is given in current literature to general education. Our conception of it has changed considerably over the years. Obviously, even now, there is not complete agreement as to what constitutes general education or how it can be achieved.

EDUCATION FOR EFFECTIVE LIVING

Many educators accept the proposition that general education is concerned with the nonvocational and nonspecialized aspects of living and that it is primarily a type of education for effective living built around common areas of experience. How to go about devising a program of general education is a problem on which there is little agreement. Three schools of thought are rather persistent today: (1) build the program around the great books of the past; (2) design a uniform curriculum of prescribed courses; and (3) plan around present-day needs and problems of pupils to which a variety of experiences contributes.

Most business educators subscribe to the third proposal with respect to the attainment of a general education for all. They recognize the need for adapting education to individual needs and human differences. For the same reason, the outcomes of general education will not be the same for all.

"All people are consumers. Effective functioning in this area requires considerable knowledge and skill. It seems reasonable that school should contribute to this needed education and provide every student with educational opportunities designed to make him an efficient consumer. But to assume

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that all will thereby become equally able in meeting consumer problems is obviously absurd."¹

The University of Minnesota provides an example of the theory that recognizes that students have a variety of problems and needs and, therefore, should be provided with a diversity of courses to meet these varying interests and needs. The Family Life program as a division of the General Studies Department in the College of Science, Literature, and the Arts, offers the following courses: (1) Child Development and Adjustment; (2) Nutrition and Food Management; (3) Consumer Education; (4) The Home and Its Furnishing; (5) Preparation for Marriage and Family Life; and (6) Selection and Care of Clothing. No student is expected to take all of these courses, but rather, through self-analysis with the aid of trained counselors, select those which, on the basis of needs, interests, background, and previous training, will contribute most to the advancement of his general education.

It may reasonably be concluded that a general education to meet common problems can be attained from a number of different courses² and that the needs for different individuals will vary as will the outcomes of any general education program.

THE CONTRIBUTION OF BUSINESS EDUCATION

Who can say that any individual is truly an educated person who is not competent to deal with ordinary economic and business situations that are faced daily? All boys and girls in every school should have an opportunity for ample experiences in dealing with their own perplexing economic and business problems. Only in this way can many present and future disastrous experiences be prevented. Formerly, when our economic society was simple, the school curriculum could afford to disregard this important area of living. This is no longer true if the school program is to be effective in helping boys and girls make competent and satisfying decisions with respect to their economic and business life.

The approach to these common economic and business experiences must be real and meaningful. "The old economics will not do—it is too removed, too stereotyped; actually it is often untrue. . . . We must utilize from the base body of economic doctrine and experience those elements and truths which are actually useful to the individual as a worker, citizen, and consumer. It is not price theory or analysis of supply and demand, but how prices affect us. Thus, the usual and orthodox economics will not function. The newer consumer

¹ Caswell, Hollis L., "What Are We Talking About," *Educational Leadership*, 3:346, May, 1946.

² See *The Modern American Consumer* by the Consumer Education Study of the National Association of Secondary-School Principals, Washington 6, D. C.

economics is a step in the right direction, but only a first step. We must continue to utilize, as we have long done in business education, the individualistic approach. We must select materials from work situations, from local and family problems, materials which are meaningful and real to the learner and those concerning which he has some honest interest and curiosity and not merely interests stimulated under classroom pressures."³

Business teachers have always used a practical and individualized approach in their teaching. Such an approach is vital in the consideration of many of the current economic issues. Unless they are related to the individual's own experiences, the amount of actual learning taking place is materially reduced. A program geared to present-day life-adjustment problems is more likely to speed up the changes and make a difference now rather than to be put into effect later as a result of some tragic experience.

EFFECTIVE LIVING INVOLVES UNDERSTANDING EVERYDAY LEGAL PROBLEMS

A young GI, just back from three years in the Pacific, impulsively selected a \$15,000 house and paid \$1,500 down to the agent. Upon application for a loan, it was found that the house was worth only \$11,000. The loan was refused and the \$1,500 forfeited. Careful reading of the contract or use of competent legal advice would have prevented this calamity.

The legal aspects⁴ of conditional sales, warranties, and other such common relationships of buyers and sellers are not understood by most people. The work of the governmental agencies concerned with the public welfare, such as the Food and Drug Administration, Federal Trade Commission, Securities and Exchange Commission, Post Office Department, and the Federal Housing Administration, can be performed more adequately when the services of these agencies are understood and used more effectively by the public.

EFFECTIVE LIVING INVOLVES PLANNING EXPENDITURES

In a recent survey⁵ of problems facing youth, spending money ranked high. One of the main causes of divorce is the inability of husband and wife to solve their financial problems.

The business teacher can capitalize on the basic desire of adolescent boys and girls to break away from family dominance by assisting them with their own money problems. Such experiences provide the pupil with a stimulating and realistic practice in wise money management. Competence in planning expenditures includes values of what to spend for and skills comprising budg-

³ Shields, Harald, "A Theory of Economic Education," *UBEA Forum*, 3:27, March 1949.

⁴ See *Consumer and the Law* by the Consumer Education Study of the National Association of Secondary-School Principals, Washington 6, D. C.

⁵ Cheney, Truman A., "A Method of Identifying Problems of High-School Students," *Occupations*, 27:387, March, 1949.

ating and simple records of expenditures. The business teacher can furnish adequate businesslike training for businesslike living.

EFFECTIVE LIVING INVOLVES WISE BUYING

Recently, a young bride had difficulty in deciding between two sets of dishes she liked. Finally, she decided in favor of a \$150 set rather than one selling for \$100. A few days later the store called to inform her that the clerk had mixed up the price tags on the two sets of dishes. The store assured her that the fifty dollars would be returned with the delivery of the dishes. However, the lady refused the refund and, instead, ordered the other dishes.

Many people spend money as a means of impressing others, "keeping up with the Joneses," escaping realities, or gaining social approval. And there are those who cannot resist a bargain; and, thus, attics and cupboards are laden with "but it was so cheap and you never know when you will need something like that." By the very complexity of our marketing system today, guidance is needed if our young people are to buy intelligently.⁶

EFFECTIVE LIVING INVOLVES USING CREDIT INTELLIGENTLY

A young man in Texas needed \$20 to meet hospital expenses. He borrowed it from a loan shark at the rate of \$2.25 a week. The note was renewed monthly for a period of ten years. At the end of this time the borrower had paid over \$1,000 for the use of the \$20 which he still owed. Installment buying and charge accounts have caused many financial difficulties for those who fall victim to the "buy now, pay later" bait. However, installment selling and charge accounts have their place. They are an accepted way of doing business. Millions of people buy "on time."

Business educators can help the student get at the facts and implications of consumer credit.⁷ Help them answer such questions: When should one use credit? Where can one borrow? How much does it *actually* cost? What are the sources of information? What protection does my state provide?

EFFECTIVE LIVING INVOLVES INTELLIGENT INVESTING OF FUNDS

"Fifty per cent on your money in forty-five days." This enticing advertisement appeared in a metropolitan newspaper a few years ago. This get-rich-quick promise swindled 40,000 Americans out of \$15,000,000 in a few months. Most of this money was "donated" by office girls and other small "investors."

⁶ See *Managing Your Money and Effective Shopping* by the Consumer Education Study of the National Association of Secondary-School Principals, Washington 6, D. C.

⁷ See *Using Consumer Credit* by the Consumer Education Study of the National Association of Secondary-School Principals, Washington 6, D. C.

Hardly a day goes by that the newspaper doesn't carry a story of how one or a number of victims have lost their hard-earned savings in some kind of "sure fire" money-making scheme. These tempting propositions range from questionable gold-mining stocks to cemetery lots; and from horse-race tips to fictitious oil wells. The public wants to know how to distinguish the good from the bad. The business teacher can give this information in the schools today as part of the general education of boys and girls.⁸

EFFECTIVE LIVING INVOLVES COMPETENT SELECTION OF INSURANCE

A minister in a small town related this unfortunate experience. "For twenty-five years, I have been making prompt premium payments to the insurance company. The policy states that at age sixty-five I am to receive fifty dollars a month for the rest of my life. Upon my sixty-fifth birthday, I was informed by the insurance company that the State Insurance Department had advised it to cancel all clauses providing for life income. The insurance company sent me a check for ninety dollars on the back of which it said that by signing and cashing the check I revoke my right to further life income under my policy."

This is not an unusual case. There are hundreds of "unsure" insurance companies that operate on a "shoestring." If schools are concerned with present-day needs of boys and girls, they must discuss such problems⁹ as: rating guides and information on the financial stability of insurance companies; How much insurance should I carry? What types of policies are there? Who in a family should be insured?

EFFECTIVE LIVING INVOLVES THE INTELLIGENT USE OF BANKING SERVICES

Recently, the widow of a prominent businessman came to the manager of the bank where her husband had done business. Her husband had always handled their financial affairs, including the paying of the household accounts. Now there were bills to be paid and she didn't even know how to write a check.

A clear understanding of the services banks perform for the individual and the community is an essential aspect of everyone's education. An informed use of such banking services as checking accounts, savings accounts, and personal loans is a need of many people today. Banks are not serving effectively a large number of individuals because these individuals are not familiar with the available services.

⁸ See *Learning to Use Advertising* by the Consumer Education Study of the National Association of Secondary-School Principals, Washington 6, D. C.

⁹ See *Buying Insurance* by the Consumer Education Study of the National Association of Secondary-School Principals, Washington 6, D. C.



The service a bank performs are explained to members of the Bolton, Alexandria Louisiana High School chapter of Future Business Leaders of America.

EFFECTIVE LIVING INVOLVES A KNOWLEDGE AND APPRECIATION OF HOW OUR BUSINESS SYSTEM OPERATES

Many of our political problems are economic in character. Intelligent voting today requires an ability to analyze economic issues. The individual is a very important cog in our economic and business machinery. The whole system of competitive free enterprise is weakened to the extent to which each individual is uninformed. Those who understand how the business system operates are in a better position to use it intelligently for their own advantage and to contribute to its improvement for the general welfare.

Many functions of the business system are close to the interests of boys and girls—such as determining prices; marketing goods, including advertising; standards, grades, and labeling;¹⁰ wages, labor problems; organizational set-up, including co-operatives.

It is time for business educators, administrators, counselors, and curriculum makers to get together to plan the kind of program that best meets the real life needs of boys and girls. The few experiences enumerated here are suggestive of the many pressing business problems that need attention.

A school curriculum designed to provide for ordinary life situations must take into consideration the problems arising from youth's contacts with a complex business world.¹¹ The seriousness and frequency of these problems are such that added attention and co-operation are needed if people are to feel that their education has served them well.

¹⁰ See *Using Standards and Labels* by the Consumer Education Study of the National Association of Secondary-School Principals, Washington 6, D. C.

¹¹ See *Economic Roads for American Democracy and Consumer Education in Your School* by the Consumer Education Study of the National Association of Secondary-School Principals, Washington 6, D. C.

CHAPTER IV

Business Education Contributes to Vocational Competency

PARKER LILES

OBJECTIVES

THE concept of business education has evolved from a narrow vocational one to include many objectives. A good statement of these objectives may be found in Chapter I of Volume III, *American Business Education Yearbook*. The contribution of business education to general education has been described in the preceding chapter. If business education is worthy of the name, or if business education is *education for business*, then vocational preparation as an objective must rank at or near the top in importance. In emphasizing the part which business education plays in preparing youth for job opportunities, Colvin said:

If business furnishes employment for approximately seventy-five per cent of the high-school graduates, then naturally the interests, needs, and job requirements of business should be considered when the objectives of business education are being discussed.¹

That business education is responsible for complete and thorough job training for beginning positions was indicated in the explanation of the vocational objective by the same writer:

The Vocational Objective—The school should make it possible for pupils to get all the information and skills that are required to qualify them for beginning positions such as billing machine operators, calculating machine operators, clerical bookkeepers, transcribing machine operators, duplicating machine operators, filing clerks, general office clerks, posting machine operators, retail sales persons, stenographers, or typists.²

While recognizing the contribution which business education makes to general education, Nichols clearly stated that its primary function is vocational preparation:

¹ Colvin, A. O., "A Statement of Objectives," *The American Business Education, Third Yearbook*, P. 13.

² *Ibid.*, P. 15.

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Commercial education is a type of training which, while playing its part in the achievement of the general aims of education on any given level, has for its primary objective the preparation of people to enter upon a business career, or having entered upon such a career, to render more efficient service therein and to advance from their present levels of employment to higher levels.³

It may, therefore, be stated that it is the function of business education to provide those knowledges and skills which will insure vocational competency and that it is the responsibility of the secondary school to provide an adequate vocational business education program for all pupils who require such training.

WHAT IS VOCATIONAL COMPETENCY?

Having accepted the principle that the secondary school can and should provide training which will make the student vocationally competent, we must next determine what is vocational competency. In general, it is the ability to perform satisfactorily the duties connected with a business position. Such a definition, however, is too general to be of much value in determining or evaluating educational experiences. It is only when broken down into its elements that the term becomes meaningful. The following are offered as the essential factors which constitute vocational competency:

Potentiality

Potentiality as here used means aptitude or innate capacity to profit from training for a business position. Alexander said: "The primary function of schools is to develop the potentialities of all the children of all the people."⁴ Do all people have potentialities for success in business? If not, what per cent have the required potentialities? Since seventy-five per cent or more are successful in one way or another in business—and in many cases with little or no training—it seems that most people have the necessary aptitudes for training for some type of business employment. But all people do not have the potentialities for success in any one business occupation, such as stenographer or billing clerk. It is also true that probably no one is wholly devoid of any aptitude. It is the degree of aptitude that is important.

The important problem, then, is determining the required aptitudes for success in the various business occupations and devising means of measuring such aptitudes in people. Such a discussion would involve the whole field of aptitude and aptitude testing. Space does not permit an exhaustive treatment of the subject. It may be said, however, that sufficient progress has been made in the field in recent years to enable us to estimate, with reasonable

³ Nichols, Frederick G., *Commercial Education in the High School*, New York: D. Appleton-Century Company, 1933. P. 51.

⁴ Alexander, E. W., "What Is Vocational Business Competency?" *The American Business Education, Third Yearbook*, 1946. P. 29.

accuracy, a person's potentialities for success in the major field of stenographic, accounting, clerical, and distributive work. In all cases, however, in which the evidence is inconclusive, the pupil should be given the benefit of the doubt. Interests are extremely important and will compensate within certain limits for lack of aptitude. The schools, however, cannot justify the waste of time and the taxpayers' money in providing business training for those pupils who are definitely deficient in aptitude for it.

General Education

Vocational competence does not consist of skill training alone. As Alexander stated: "Business educators have abandoned any attempt to superimpose the skill subjects upon an immature or precarious foundation."⁵ A good general education is essential for successful business employment. Especially is it indispensable for promotion beyond initial jobs. Businessmen are emphatic in their insistence upon a broad general education. In a recent survey⁶ of the opinions of businessmen, the complaint, "deficient in broad general education," ranked third in a list of twelve criticisms from an academic standpoint. What constitutes basic general education? This can be answered only briefly here.

The so-called "three R's" cannot be sacrificed to frills and fads. Language skills are extremely important. The ability to express oneself effectively, both orally and in written form, is essential. No less important are the mechanics of English, such as spelling, handwriting, and punctuation. The successful business employee is also able to employ the fundamental mathematical principles and skills with accuracy and speed. Furthermore, he must not be deficient in understanding and appreciation of the social and economic order in which he lives.

Personal Characteristics

The factor of personality training is one of the most important of all. Of course, this does not minimize the importance of skills. The research studies that we have indicate that more than three fourths of those who lose their jobs do so because of deficiencies in the personality factors of success. Much lip service is given to this phase of business education, but it is often neglected in practice. Personality factors commonly listed include initiative, dependability and acceptance of responsibility, politeness and business etiquette, maturity, personal grooming, interest in job, knowledge of fundamentals of human relations, punctuality, and the like. In the survey previously cited,⁷

⁵ Ibid. P. 3.

⁶ Atlanta Chapter of National Office Management Association, "An Appraisal of Beginning Office Workers," *Survey*, Atlanta, Georgia, March, 1949.

⁷ National Office Management, *Survey*, *op. cit.*



Photograph courtesy of J. W. Robinson Co., Los Angeles

The complete business education program in the secondary school provides preparation for initial employment as well as intelligent buymanship.

training. Alexander stated that "The business education program is obligated to furnish training in more than one skill."⁸ This is accomplished in some schools by requiring the pupil to major in one business curriculum and minor in another, by providing multiple skills, adequate electives and proper guidance.

Business Information

An essential factor of vocational competence is adequate general business information, embodying a knowledge of business procedures, organization, terminology, customs, and the like.

HOW TO MEASURE VOCATIONAL COMPETENCY

In measuring vocational competency, subjective, teacher-made standards were once the rule. These are being supplanted today by objective standards determined by business in co-operation with business educators. Progressive business firms led the way. Through the process of job analysis, job standards, and job specifications, many firms have set up definite qualifications and production standards for all jobs. The National Office Management Association has been engaged during the current year in a survey to determine existing

businessmen ranked "indifferent attitude" first among a list of criticisms from a personality standpoint.

The elements, therefore, of vocational competency are potentiality, general education, business skills, occupational intelligence, and personal traits. Business education that is deficient in any of these factors is not likely to result in vocational competency.

Business Skills.

The pupil must be equipped with the business skills which coincide with job specifications for initial position. Failure to meet business standards is disastrous. But the pupil must not be permitted or encouraged to specialize too narrowly in skill

⁸ Alexander, *op. cit.* P. 36.

standards for "threshold" office positions. The following illustration of a typical office job is taken from this survey:

Job Title: Typist

Job Description: Type from copy various sizes of memos, reports, letters, or tabular reports. Includes inserting copy in line-a-time, inserting paper and any number of carbons in machine, typing, making necessary corrections, removing copy and typed material, and placing in nearby mail basket. Does not include proof-reading.

Education: Four years high school including two years typing; must know number keys, care of typewriter; spelling and punctuation, ability better than average for office work.

Intelligence Level: Minimum raw score on Otis 42 or about 114 I. Q. on Wechsler-Bellevue; concentration requirements high.

Physical Requirements: Vision average or better, finger dexterity and co-ordination above average.

Personality Traits: Ability to work well with others.

Sex: Female.

The above specification is a definite measure of vocational competency. The duties, production standards, and educational, intelligence, physical, and personality requirements are clearly and specifically prescribed. It is the responsibility of the school to keep informed on business standards and to provide the type of business education which will produce graduates qualified to meet minimum standards wherever they exist. Of course, in many cases only the large and medium-sized firms have formulated such standards, but the trend is unmistakably in that direction.

It must be remembered, of course, that standards are flexible. As Forkner pointed out, "No definite standards can be set up to meet all conditions."⁹ Initial job standards are not the same in all types and sizes of businesses. And as Forkner further states, ". . . some of the students get positions in offices which require 'some' knowledge of shorthand . . ."¹⁰ Business employment can be found for pupils having different levels of skill in any particular area. A responsibility rests upon those in charge of placement to match the pupil with the job. The schools suffer a great loss of prestige in the eyes of business when students are recommended for positions for which they do not have the required qualifications.

Another measure of vocational competency is the National Business Entrance Tests, devised co-operatively by the United Business Education Association and NOMA. These tests, given in the last semester of high school, measure vocational competency for the following positions: bookkeeper,

⁹ Forkner, Hamden L., "What Constitutes Good Business Education," *American Business Education, First Yearbook*, 1944. P. 121.

¹⁰ *Ibid.*, p. 122.

typist, stenographer, calculating machine operator, and general office clerk. Pupils who pass these tests receive certificates of proficiency. They represent national standards of vocational competency in the five areas and are recognized by all businesses which are members of NOMA.

HOW TO ACCOMPLISH VOCATIONAL COMPETENCY

Large Schools

In urban areas where large-scale business predominates, highly specialized workers are required. To meet this need, "Differentiated occupational curricula are necessary for adequate preparation of the several types of business workers."¹¹ The extent to which such differentiated curricula can and should be provided is determined by the size of the school and the need for specialized training in a particular area. The fields of specialization commonly provided are: clerical, stenographic, accounting, and merchandising.

Small Schools

The small school ordinarily cannot offer the enriched curriculum characteristic of the large school. This does not relieve it of the responsibility of requiring high vocational standards. By alternating subject offerings, it can provide a better curriculum than is oftentimes done. In many cases, a single clerical curriculum will meet the needs of the small school.

Reducing Learning Time

The current trend of reducing learning time can easily be carried too far, with a result that is detrimental to good vocational business education. Mere acquaintanceship training, in most cases, does not produce vocational competency. Tonne issued a warning in this connection, "... the usual high-school student will continue to require at least a year and a half and possibly two years of teaching time in the secondary school to develop a fairly well-rounded ability in secretarial training. . . . The notion that a great deal of time can be saved from the complete secretarial program in the secondary school in teaching shorthand is dangerous."¹² Reduction in learning time *per se* is commendable, but, if the reduction results in the preparation of pupils who are not vocationally competent, it cannot be defended. Furthermore, promotion from one school grade to another because of time spent in school, does not insure vocational competency. Definite standards must attend certification for business employment.

Well-rounded Program

Shorthand, bookkeeping, and typewriting received major emphasis in the traditional business education program. As business increased in specializa-

¹¹ National Business Teacher Association, "Effective Business Education," *Ninth Yearbook*, 1943. P. 254.

¹² Tonne, Herbert A., "How Intensive Can Shorthand Be?" *Journal of Business Education*, February, 1949. P. 7.

tion, the specialized and general clerical worker has increased in importance. The field of employment in merchandising continues to assume a position of major importance. The need for preparation in these areas is apparent from comparative statistics on the percentages of workers in business occupations in 1940.¹³ The percentages of the total labor force employed in four major fields were as follows: clerical workers 4.73; sales workers 6.71; stenographers, secretaries, and typists 2.21; and bookkeepers, accountants, and cashiers 1.72. It is clearly evident that more than twice as many clerical workers and more than three times as many sales workers should be trained as for each of the two other groups. In many localities, the surface has hardly been scratched in these two areas of business education. The schools should give increased attention to meeting the needs of pupils; and business, by offering sound programs of merchandising and clerical training.

Teaching-Learning Environment

Although a separate chapter is devoted to teaching and learning, the importance of this element cannot be too strongly emphasized. Business teachers should not be held responsible for training for vocational competency unless adequate equipment, supplies, and building space are provided. It is just as essential that classrooms be specifically designed and equipped for business education as it is for industrial arts, home economics, and the like. Modern business machines should be installed, adequately maintained, and periodically replaced. Specifically designed office furniture—tables, desks, chairs—adjustable to meet the physical needs of pupils should be provided. Care should be given in scheduling to see that the teacher is not required to teach more than one subject in the same period. Also the business teacher cannot teach effectively different grades or levels of the same subject in the same period.

Qualified Teachers

Properly qualified teachers contribute as much to training for vocational competency as any other one element. If qualified teachers are not available, a program of vocational business education should not be attempted. The idea that anyone can teach typewriting, for instance, is not only absurd but also a reflection upon competent administration.

Some of the essentials in the accomplishment of vocational competency, therefore, are the provision of the necessary teaching-learning activities, the proper teaching-learning environment, and qualified teachers. Given the proper conditions, the secondary schools can do and are doing a splendid job of training for vocational competency.

¹³ Tonne, Herbert A., *Principles of Business Education*, New York: Gregg Publishing Co. 1947. P. 118.

CHAPTER V

Business Education Contributes to Good Community Relationships

CLARA J. VOYEN

EVERY high-school principal is vitally interested in the way the community regards the school. A considerable amount of time of the school administrator is spent in building good community relations. He accomplishes this through his various parent organizations, through membership in community groups, and through athletic teams, dramatic productions, school bands, orchestras, and choral groups. One of the most important phases of public relations, however, is the esteem which businessmen of the community have for the school as a result of the attitudes and skills which young people whom he employs possess.

Businessmen and the public judge a school largely by the kind of graduates it turns out. If a school were unsuccessful in preparing some of its pupils for college, the school would soon be held in disrepute. The same would be true if a school were not satisfactorily preparing young people for the vocational life of the community. The business education department has a major role to play in public relations. It is the purpose of this section to indicate some of the ways the business education department may work to build for good community relations.

SERVICE TO COMMUNITY GROUPS

Every young person needs to build attitudes of service to his community. Every worth-while community agency deserves the support of the citizens of the community. Sometimes this support is given in dollars and cents, but most often it is the personal help which one can give that is most important. Business pupils have skills that are often much in demand by community welfare groups. It is the duty of the school to bring the needs of the community groups to the attention of its pupils and to provide the community groups with pupil services.

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Any project that calls for business-like materials and activities, that enriches the pupil's experiences and provides a yardstick to appraise the final results, is usually a very satisfactory project for youth. Community projects provide opportunity for pupils to learn to organize work, to be systematic to develop initiative, to use reference materials, to apply "tricks of the trade," to realize that correctness means one hundred per cent correct in the business world. He also learns to use good judgment, to be economical with supplies, to co-operate with others; and he learns how to apply all of his skills to the job to be done.

Most important of all, the pupil feels the satisfaction that goes with a job well done. As he views the finished work, he feels he has accomplished something, that he has been needed, and that he has performed a service that needs to be done. A happy, well-adjusted, and satisfied youth certainly builds good school-community relationships.

Service for some group in the locality may well take the place of classroom work in many instances. Care needs to be exercised, however, to make certain that the project chosen provides a learning experience and that is not merely exploiting the pupil.

Suggested agencies that the school might serve include local health agencies, the Red Cross, Boy and Girl Scout groups, Parent-Teacher Associations, the Community Chest, ministers, the Grange, charity groups, school and faculty groups, and other similar organizations.

Good community relationships are also promoted by the organization and operation of a program of paid work experience for the business pupils. The school should take the leadership in the development of the program by organizing a businessmen's advisory committee to help promote the program among the business firms of the community, to set up adequate safeguards so that the learners are fully protected, and to make certain that the experiences result in the best learning situations.

STUDENT CLUBS PROMOTE GOOD COMMUNITY RELATIONSHIPS

An active business education club in a high school with businessmen and women acting as sponsors of the club has great possibilities in the development of community relationships of lasting value. The example which has been set by the long-established Future Farmers of America is well worth emulating. The Future Farmers have over 6,000 chapters with units in every state in the Union. Their local and state organizations have become of national significance.

The United Business Education Association, a department of the National Education Association, is sponsor of a national organization, The Future Business Leaders of America. It is patterned after the Future Farmers of America. At present there are over three hundred active chapters in the various states. Many of these chapters have local business men as sponsors. The relations which they have established with business firms have resulted in a marked increase of interest on the part of business people in the work of the high school. Every high-school principal should direct his business teachers to investigate the possibility of organizing a local chapter of the Future Business Leaders of America and to become a part of the state organization if one is established in the state. The purposes of the organization are to promote higher standards and to develop community interest in the work of the high school. The Washington office of the United Business Education Association of the NEA will gladly furnish details about organizing a chapter.

THE BUSINESS TEACHER CAN HELP DEVELOP GOOD COMMUNITY RELATIONSHIPS

One of the important community relationships in which the business teacher can engage is that of making direct contacts with business firms in the community the school serves. The principal should make provision for the business teacher to have time, in the school day, to make the necessary visits to places of business, especially to those firms which have local graduates in their employ. These visits should be for the purpose of ascertaining in what ways the high-school preparation for jobs can be improved. The business teacher can also secure suggestions as to the kind of training that would be most helpful to the community and to the young people preparing to take their places in the business life of the community.

The principal should also encourage the business teachers to make community surveys to find out what kind of office machines are used in the locality and whether the school should prepare young people to use them. The survey should also ascertain the kinds of jobs available to young people and what the requirements are for those who are to be employed. A survey should also be made of the graduates of the local school to determine where the school program can be improved and what kinds of job preparation should be provided. This survey should include business pupils as well as other pupils who may be working in business positions. In general, business people are exceedingly co-operative in providing the information the school needs.



Through rendering office services to the Commission for Crippled Children, the Capitol Hill High School, Oklahoma City, Oklahoma, Future Business Leaders of America chapter contributes to good community relationships.

Other co-operative ventures to be undertaken for improving relations between the community and the school should include invitations to businessmen to talk to pupils; visits by pupils to representative business establishments; conducting clinics for the improvement of business services; and planning career days or weeks to focus attention on business opportunities for young people.

The findings of surveys, teacher visitation, student visitation, and results of follow-up studies may well serve as subject matter for discussion groups by advisory groups made up of businessmen, parents, and educators. Frequent press releases regarding the business education program of the school, efficient telephone and clerical service at the school, and prompt attention to all business matters pertaining to the school will gain the good will of all who have dealings with the school.

With the co-operative efforts of parents, business people, pupils, and the school, much can be done to help pupils to develop desirable attitudes, skills, and understandings that will help them to fill their places in the community as useful, happy citizens, thus attempting to fulfill the primary purpose of the secondary school.

CHAPTER VI

The Good Business Education Department Is Adequately Housed and Equipped

M. HERBERT FREEMAN

A GOOD business education program which contributes to general education, occupational competence, and good community relationships cannot be carried on in a random assortment of conventional classrooms scattered all over a school building. An administrator would never dream of offering a physical education program without a gymnasium or industrial arts without a shop. Unless he provides adequate physical facilities for his business department, it cannot be any more effective than his physical education department would be without a gymnasium. If he wants a good business department, he must be ready to provide a business education suite which contains the essential features of a modern business office. The type of facilities provided for a business department will depend on many factors which must be considered carefully in planning a new unit or in modernizing old quarters.

NUMBER OF ROOMS

How many rooms will be needed to provide for the special needs of an efficient business department? The answer to this question will depend on

1. the estimated enrollment of the school,
2. the estimated enrollment in business subjects,
3. the nature of the business subjects to be offered, and
4. the type of special facilities required.

The administrator of the school knows the total anticipated pupil enrollment. From this figure he can determine the probable business education enrollment. School-building consultants have found that approximately one fourth to one third of the pupils in senior high schools are enrolled in business classes. In some large city schools, business department plans are based

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on the assumption that approximately forty per cent of the student body will take at least one business subject. The following table was prepared by R. C. Goodfellow, Director of Business Education in Newark, New Jersey, as a guide to the number of special business rooms required to serve schools varying in total estimated enrollment from 150 to 2000 pupils.

SPECIAL BUSINESS ROOMS RECOMMENDED FOR SCHOOLS
OF VARIOUS ENROLLMENTS

Total H. S. Enrollment	Total Business Enrollment	No. of Short- hand Rooms Required	No. of Type- writing Rooms Required	No. of Book- keeping Rooms Required	No. of Basic Business Rooms Required	No. of Secretarial Practice Rooms Required	Other Required Rooms	Total Rooms Required
150	60*	1 Combination		1 Combination		0	0	2
500	200	1	1	1 Combination		0	0	3
1000	400	2	2	1	2	0	0	7
1500	600	2	2	2	2	2	Office for Chairman; Sup- ply Room	12
2000	800	3	3	2	2	2	Office for Chairman; Sup- ply Room	14

* Note: This table assumes that approximately 40% of the total enrollment will take at least one business subject.

It should be obvious to any thinking administrator that a practical and functioning business program will require special physical facilities comparable to those found in good business organizations. If a business department is operating in general classrooms, it is probably not providing a complete or satisfactory type of business education for its community. If an administrator wants a good stenographic course, he must set up a special room for this specific purpose. If he wants a good office or clerical training course, he must plan a special room to meet the requirements of this program. If he wants an effective store training program, he should include a model store in the school plans. Since a busy office consumes large quantities of supplies, a business department supply room should be included in considering the number of rooms needed for an effective program. Every business organization supplies office

space for its supervisory and executive staff. A large business department in a school also needs a centrally located department office.

In a small school, the number of special rooms can be reduced by planning combination rooms. The typewriting and stenographic as well as office training functions may be accommodated in a large, extra-size office similar to the kind found in many business organizations. The supply room and department office may be combined into one room. The model store may be combined with general business and bookkeeping in a room with facilities for audio and visual aids. The type of business program to be offered should be a major consideration in planning the physical facilities for a business department.

SIZE OF ROOMS

The special nature of a business room should be considered in determining its size. The building regulations of many states require a minimum of twenty-five square feet per pupil in all classrooms. The Ohio State University Bureau of Educational Research school building section recommends the following business room space allowances:

RECOMMENDED SPACE ALLOWANCES

<i>Room</i>	<i>Square feet per pupil</i>
Typewriting laboratory	27
Stenographic laboratory	27
Bookkeeping laboratory	30
Office practice	35-40

The size of the room will be determined by the estimated number of pupils who will use it during a certain period. It seems to be generally accepted, however, that the width of a standard classroom accommodating thirty pupils should be at least twenty-five feet and not more than twenty-seven feet wide. The depth of the standard classroom should be about twenty-eight feet while the ideal height seems to be twelve feet. Many schools have found that special business rooms for typewriting, office training, bookkeeping, and business machines combined can be one and a half times as large as the standard or general classroom unit.

LOCATION OF ROOMS

The administrator who is planning a comprehensive business education program must remember that the business department rooms will be occupied almost all day every school day by a large proportion of the total student body. The business department cannot be assigned to the space left over after all the other departments have been accommodated. The location of the business department must be considered very carefully.

The business education suite should be planned as a functional unit. If possible, it should be located in a separate wing. Many authorities feel that the business unit should be located on the northern or eastern side of the school building to assure the greatest amount of natural light. If it is physically impossible to accommodate the complete department in this part of the building, at least the typewriting and bookkeeping rooms should be located in this area.

An effective business program services the administrative offices throughout every school day, especially in a small school. For this reason, it is wise to locate the business suite adjacent to the office or on the first floor. The first floor is further desirable because it eliminates much of the noise which is usually transferred through direct vibration of floors. The noise factor explains why many business departments are situated near stairways. This is not so important a consideration today because soundproof typewriting and office machine rooms do not transmit objectionable machine noises.

The greatest objection against a first-floor location, however, is the possibility of theft of the expensive equipment because of easy access. This argument is not altogether valid because thieves usually operate when school is not in session, and they generally manage to spot what they want no matter where it is located. In a three-story school building, it is probably best to locate the business suite on the second floor. Since many pupils will use the business suite, the department should have a central location in order to be accessible to this large group. A second-floor location reduces stairway traffic to a minimum.

Whether the business suite should be located in the front, side, or rear of the building will also be influenced by the design of the building, street noises, and the location of playgrounds.

Business pupils constantly work with typewriter ribbons, carbon paper, and duplicating materials. This makes the need for convenient washing facilities an important consideration in locating the business suite. Placing typewriting and machine rooms near lavatories facilitates the frequent washing of hands with a minimum of disturbance and loss of time. Although many typewriting and machine rooms now have a wash basin in the room, the fact still remains that it takes considerable time for thirty pupils to wash.

Within the business suite, the rooms should be planned in a functional manner. The typewriting room should be adjacent to and connected with the dictation room to facilitate passage of pupils for transcription of shorthand notes. The office practice laboratory is the "office" where practical training is provided on business machines and equipment. It should be located between

the typewriting room and the bookkeeping room. Connecting doors with each of these rooms makes the equipment available to pupils in all the rooms. In a small school, the bookkeeping room may also be used for general business or shorthand classes. Some small schools make the typewriting room large enough to accommodate the equipment necessary for all special purposes.

LIGHTING

A great deal of writing is required in business work. In planning the location of the business suite, it is suggested that the business rooms should be placed in that part of the building which provides the best natural lighting. Since natural lighting is best and most economical, it should be utilized with maximum efficiency. This can be accomplished through the use of conventional glass areas of clear glass supplemented by glass blocks. Some schools utilize seventy-five per cent of the wall space in business rooms for windows, with little space, other than for metal frames, between the windows.

The windows should be above the head of the average pupil when he is seated. To give maximum natural light and to eliminate as much glare as possible, the windows should extend to the ceiling. Projected-type sash seem to be best because they do not have mechanical parts and because they provide ventilation by the opening of horizontal sections that deflect air upward. These windows can be protected from glare and direct sunlight by a hood or canopy which extends out far enough to keep the window in shadow while classes are in session.

The glass block area can be of the directional type which deflects light rays to the ceiling. This light, in turn, is reflected to all parts of the room which do not ordinarily receive the full benefit of natural light.

Artificial lighting can be provided by two rows of continuous, recessed light troughs containing cold cathode fluorescent tubes. Cold cathode light starts instantly without flickering. It provides a soft, shadowless, glareless light that eliminates eyestrain. It provides two to four times more light than incandescent lighting of the same wattage. The lights should be so spaced that there is a minimum of thirty foot-candles of light at the desk of each pupil. Some authorities recommend fifty foot-candles of light for maximum efficiency. Each business room should have an electric eye on the darkest wall to switch on the lights automatically when natural lighting falls below the minimum standard for comfortable vision.

CEILINGS AND WALLS

The extensive use of machine equipment in business classes makes it necessary to have almost all ceilings and walls acoustically treated with a material that has a high degree of light reflectivity.

Sufficient wall and floor electric outlets should be provided for the use of business machines as well as audio-visual aids.

All business classes use large amounts of workbooks, supplies, and supplementary materials. Storage space should be built into walls, therefore, to eliminate the need for steel cabinets and to conserve room space. Storage space cabinets can be built into walls under blackboards. They can be equipped with sliding and adjustable shelves or drawers for the storing of maps and supplies. The doors should have built-in locks for protection. Storage space can include combination storage and bulletin board behind glass. The bulletin board is exposed when the glass door is opened. Behind the door there is a shallow storage space with adjustable shelves.

Chalk boards should be built in across the front of the room and half way back along the wall opposite the windows. Dark green seems to be an ideal color for reducing chalk board glare. Shield lights over the boards can provide additional light when and where it is needed.

Bulletin boards should be made a part of the doors to storage spaces and can be at the same height as chalk boards. The typewriting and office practice rooms should have more bulletin or tack board and less chalk board space than is provided in bookkeeping or standard classrooms. Metal hanger strips installed above chalk and tack boards will facilitate hanging of the displays.

All business rooms should have built-in bookcases and magazine racks to take care of specialized reference materials. Wash basins should be installed in the typewriting and office practice rooms. A telephone in every business room will contribute to business efficiency.

Modern business offices are going in for color in a big way. The business education suite can also profit from this trend. Rooms with northern or western exposure usually have a cool atmosphere and should be finished in warmer colors such as ivory, peach, or yellow. Rooms having a southern or eastern exposure are usually warm and should be painted in cooler colors such as blue, green, or gray. Color authorities favor grays, greens, and blues for rooms demanding an unusually impressive appearance. These colors tend to "dress up" an office and create a cheerful and refreshing atmosphere. Doors, frames, baseboards, picture moldings, wall cabinets, and windows should be painted in either the same or a slightly darker shade of the background color. End walls should also be of the same background color but of a darker shade for eye comfort and for relief from monotony. The business education suite should be attractive as well as effective. The administrator should be proud to show off his business department. A good business department helps to build good public relations.

LAYOUT SUGGESTIONS

Small high schools with enrollments of 150 to 250 pupils generally have one-teacher business education departments. In such schools all the business subjects are usually taught in one room. This can be accomplished by using drop-head desks so that all the business subjects, including typewriting, can be taught in a standard-size full-unit room.

Some small schools have found it most satisfactory to provide an extra-size classroom consisting of a unit and a half for the combination business room. These schools place their typewriters in the rear half of the room. The front half is equipped with standard classroom furniture. The major disadvantage of this plan is that the room is generally utilized to only fifty per cent of its capacity at a time.

Small schools with two-room business education departments usually set aside one special room for the teaching of the secretarial subjects. If the room is large enough, it can accommodate all the desks and machines necessary to meet the needs of a small business department. The second room is utilized for bookkeeping and general business classes.

A medium-size high school with an enrollment of 500 to 600 pupils generally needs three business education rooms. One room is used as a combination shorthand and bookkeeping room. The middle room is usually devoted to office practice. The third room of the business suite is set aside for typewriting. The layout for the Whiting, Indiana, High School is a good illustration of this arrangement.¹

In a large high school two types of rooms are usually provided in the business department layout. Standard-size rooms are planned for such subjects as general business, business law, and consumer education. Special rooms consisting of one and a half units are usually planned for bookkeeping, typewriting, salesmanship, economic geography, secretarial practice, office machines, and visual aids. The visual aids room should be equipped with special shades and soundproof walls as well as a large number of electrical outlets.

Many schools find it convenient to provide a direct entrance from the shorthand room to the typewriting room for the use of pupils in the advanced shorthand and transcription classes.

A school which can provide a retailing laboratory should plan to have a display window located on a corridor or in the main hall of the school building. This makes the store a center of attraction for the whole school.

¹ See Illustration page 25 of the *American Business Education 1948 Yearbook*, New York University Bookstore, New York, New York.

When a school offers many evening courses for adults, it is a good idea to locate the department on the main floor of the school with an outside entrance of its own.

ADDITIONAL SUGGESTIONS

Some recent building plans have called for innovations which merit careful consideration. Nested blackboards have been suggested for all rooms in the business department. This provision makes it possible to use various colored boards. The boards may be ruled for special purposes such as ledger and journal ruling for bookkeeping or lined boards for shorthand courses. In each nest one white board can be included for slides and motion pictures. Nested boards can be pulled down as needed and returned by a button-control device.

One school recommends that electrical outlets be flush with the floors and that tables or desks at which work is done requiring electricity be placed directly over these plugs with the wire going up through a hollow leg in the desk. This makes it possible for the operator to plug the machine in the outlet conveniently. It also eliminates unnecessary wiring.

Some schools provide student lockers to accommodate work drawers in recessed sections below bulletin board space. These lockers are particularly useful for typing and bookkeeping classes. Shelves built in near the lockers can be used to provide a classroom library. Filing cabinets for teacher use can also be built in near the lockers.

Careful planning before a new building is erected or an old building is remodeled can easily and frequently enable the alert educator to provide adequate housing for his business education department at little or no more financial expense than it costs to offer business classes in an odd assortment of conventional classrooms.

EQUIPMENT

A high-school principal would not think of offering a course in chemistry, physics, or auto mechanics without proper equipment. The old idea that all a business department needed was a few tables, some typewriters, and a mimeograph or other duplicating machine does not meet the modern need. Mechanization has had its effect on business offices as in all other lines of human endeavor. The high-school principal, who wants to produce the best product that he can for his community, must recognize that it will take equipment to do it.

Within recent years, the Seattle, Washington, public schools in co-operation with the National Office Management Association made a careful study

of equipment needs of the business departments of the high schools of the city in terms of what businessmen want young people to do when they begin office and store work. The results of this study were published by the Seattle Public Schools in 1946, under the title, *Business Education, The Door to the New Frontier*. This study gave specific direction to the school authorities with regard to the machine knowledges and skills boys and girls need. The same kind of study should be carried on by every school offering business subjects.

One great advantage of equipment for a business department is that, for the most part, it is inexpensive and, in addition, it is long lasting. An adequate number of typewriters is usually provided in most schools. The fact that typewriting is becoming an almost universal requirement for college students as well as business and professional people means that most schools will have to increase the number of typewriting classes to take care of these needs. In addition to the typewriter, the pupil should learn to operate those machines which are common to the offices of the place where he is likely to work. Where school budgets are limited, it is not wise to spend money for electrical machines when the necessary skills can be learned on the less expensive hand-operated machines. In fact, the transfer from a hand-operated machine to an electric machine is probably more easily accomplished than from an electric to a hand-operated one. In the case of electric typewriters, which are coming to be more and more common in business offices, it is likely that the school will need to have one or more for each typewriting room in order that the pupils may learn to operate them efficiently.

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CHAPTER VII

The Good Business Education Department Is Staffed with Competent Teachers

CECIL PUCKETT

THE touch of the teacher, like that of no other person, is formative. Our young people are for long periods associated with those who are expected to fashion them into men and women of an approved type. A charge so influential is committed to nobody else in the community, not even to the minister; for though these have a more searching aim, they are directly occupied with it but one day instead of six, but one hour instead of five. Accordingly, as the tract of knowledge has widened and the creative opportunities involved in conducting a young person over it have correspondingly become apparent, the profession of teaching has risen to a noble height of dignity and attractiveness."¹

That teaching is the greatest profession in the world is a statement that may be challenged by doctors, by lawyers, by scientists, by journalists, by ministers, and by many others. The greatness of any profession is brought about by the personnel that goes to make up that profession. Early in our national history, the only worth-while attraction to the profession of teaching was a love for the work. The responsibility for teacher selection was placed upon the parents in the community and the job was well done. As population has increased and society has become more complex, education has developed into a highly specialized organization which has been placed in the hands of trained people. But the philosophy of teacher selection has changed little over the years.

That there is much difference in the method of selecting a teacher for one subject or another is a false assumption. Whether a teacher works in the elementary grades, the junior high school, the senior high school, or the

¹ Palmer, George Herbert, *The Touch of the Teacher*, Professional Growth Leaflet, No. 161, National Education Association.

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college, it is highly important that he be endowed with a love for teaching and a desire to help mold the lives of young people. Whether a teacher's subject field is social sciences, mathematics, physical education, music, or business, he must know within his own heart that his greatest responsibility is to help mold character, develop citizenship, inspire creative action, and provoke the desire to search for truth. These responsibilities of the teacher are held to be fundamental.

WHAT DO ADMINISTRATORS WANT IN A BUSINESS TEACHER?

A knowledge of subject matter is most important, but in selecting a teacher the principal has to be able to detect, through observation of personal appearance, poise, physical alertness, evidences of social and economic experiences, and mental ability, the possibilities that the teacher has of placing pupils in a receptive frame of mind. The ability to stimulate interest and to hold it is one of the greatest accomplishments of teaching because the learning is greater and the retention period is longer when interest is present. The teacher who is a well-rounded individual, who is broad in his point of view and his experiences, who has developed a positive personality, who is endowed with a knowledge of his subject, and who is skilled in the art of teaching is most likely to be the best teacher.

The business teacher, then, must first of all possess the fundamental qualities that are basic to all teachers. But to meet the objectives of business education in a community, the business teacher must have certain types of specialized training in the field. He must also possess the desire to keep abreast of changing philosophies of education as a whole as well as in his field. He must concern himself with the constantly changing methods of teaching as they relate to education in general and to his subject field in particular.

WHAT KIND OF UNDERGRADUATE TRAINING SHOULD THE BUSINESS TEACHER POSSESS?

Unfortunately, there are too many ill-equipped teacher-training institutions attempting the job of preparing business teachers. Therefore, the curriculum of an institution should be carefully studied and the program of study which has been taken by a prospective teacher should be given serious consideration. In these days of specialization in business, it seems desirable that business teachers themselves should possess a high degree of skill in subjects requiring technical proficiency. The experiences they gather in acquiring these skills will enable them to understand the difficulties of their pupils at various stages and to show not merely by precept but also by example how to overcome them. They must know the subject matter and skills

of bookkeeping, stenography, salesmanship, business law, business English, business mathematics, and retail distribution if they are to attempt to teach these subjects to pupils in the classroom.

As important as is a knowledge of subject matter to the classroom teacher, he must also possess a broad knowledge of business and how it operates. He should round out his subject-matter field with fundamental business and economics courses. The broader the knowledge of the business functions of distribution, financing, accounts, budgets, and production, the better the teacher is prepared to make the world of business real and understandable to his pupils.

The stress that is now being placed upon guidance as a function of the secondary school seems to make it necessary that the business teacher has at least a limited amount of business experience. Whether that experience is a part of his planned undergraduate program, is acquired on a part-time job during his college years, or is gained during the summer months is of little importance. The important thing is that, if he has it, he is better qualified to teach—and not only to teach but also to counsel. Assuming that he is otherwise qualified to give counseling and guidance, his first-hand knowledge of the various fields of work available in business, his sense of the requirements and opportunities of these areas, and the contacts with the business world that he has made and kept will all help to perform more satisfactorily the extremely important work of guidance.

SHOULD THE BUSINESS TEACHER POSSESS AN ADVANCED DEGREE?

The question is often raised as to whether or not the teacher should possess the master's degree before beginning his teaching experience or after he begins teaching. Graduate study—so planned as to cause a person to be a better teacher—is important. The advanced degree, except that it is required by the school system, is of little consequence. The principle that learning is achieved to a higher degree when related to experiences applies to the teacher as well as to the pupil. This constitutes strong evidence that advanced work may well be taken at the same time teaching experiences are being gained and that school administrators need not require the master's degree of the beginning teacher.

The school administrator should interest himself in the nature of the graduate program of the teacher. For example, the teacher who has already acquired a strong business background at the expense of adequate preparation in education should most certainly strengthen his professional knowledge; conversely, the teacher who has acquired a strong educational background at

the expense of fundamental and practical business subjects should devote his graduate study primarily to supplying that need.

Too often teachers take graduate work largely because it is demanded by the school system. Because of this, many teachers select a school only on the basis of its accessibility or the reduced cost of attendance. The far-sighted school administrator will combat this tendency by recognizing, and indeed emphasizing, that the real value of graduate study lies in its contribution to better teaching and not in the acquiring of a label. Attendance at a school that affords the right kind of training will be encouraged if the school system provides some sort of financial subsidy.

ASIDE FROM FORMAL STUDY, WHAT OPPORTUNITY DOES THE BUSINESS TEACHER HAVE FOR SELF-IMPROVEMENT?

It is commendable that many school administrators insist that their faculty members belong to the over-all national and state professional associations. It would be well if they went one step further and urged that a teacher also belong to at least one national association in his teaching field. Not to do this seems to be passing up an opportunity to stimulate a teacher to keep up with new thinking and changing methods in his field as well as with advances in general educational philosophy. More than ten per cent of all secondary-school teachers are business teachers, and statistics show that there are approximately forty thousand business teachers in the United States. Yet the records of the largest professional association of business teachers, and one which directs its primary efforts toward giving aid to classroom teachers, shows a membership of only about seven thousand. An association existing for the sole purpose of improving curricula, methods, professional ethics, and standards in the business-teaching field deserves the support of those individuals who are its beneficiaries. One mark of an outstanding business teacher is his professional interest in his association and in the services which it has to offer him.

There are numerous professional magazines, monographs, and pamphlets to be had either for a fee or for the asking. The progressive teacher will carefully select and subscribe to at least a few of them. In addition, the business teacher has a special obligation to keep aware of scientific discovery, invention, legislation, and the general spirit of the times as they affect trends in the business world.

CHAPTER VIII

The Good Business Education Department Has Adequate Supervision and Co-ordination

VERNER L. DOTSON

EVEN a very limited analysis of the high-school principal's duties and responsibilities will reveal the need for the assistance of a supervisor of business education to lighten his load and extend the effectiveness of his supervisory activities. The principal wants the best possible learning situation for his pupils every minute of the school day; to reach this ideal, he knows the necessity of good instructional materials, good equipment, and, above all, good teachers. He recognizes his supervisory program as one of his major responsibilities; consequently, he lays out careful plans to make his supervision effective even though the tremendous pressure of his administrative duties leaves an inadequate amount of time for it.

But he is immediately confronted with almost insuperable difficulties: his carefully made plans are torn to pieces by new administrative problems that pop up with complete unexpectedness; he has ten or more departments each requiring specialized knowledge and experience for the leadership that would make his supervision most worth while; he has some excellent teachers, professionally alert, seeking the best methods and materials of instruction, but he also has inexperienced teachers who are in great need of careful direction and other teachers with long experience in using obsolete, ineffective methods, who will resist, to the bitter end, any suggestions of change (a change would be an admission of years of failure to use the best methods and materials). With conditions such as these, a principal should welcome the assistance of a supervisor who would be able to help find solutions to some of his difficulties.

The following analysis of the functions of the supervisor of business education will indicate the many ways in which he can serve the classroom

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teacher, the principal, the central administration, and the community (including the pupil).

DEVELOPING COURSES OF STUDY AND SELECTING MATERIALS OF INSTRUCTION

The business education curriculum should be in a constant state of revision and development, for we live in a dynamic society where changes in business procedures are taking place daily. If the courses and materials of instruction are not changed, they fail to meet the needs of business and the personal needs of the students. Consider the greatly increased use of office machines—in number, variety, and purpose—that occurred during the war and is still being accelerated. To ignore the changes in the offices caused by this increased mechanization and make no adjustments in the training of beginning office workers would seriously handicap them and bring the schools under criticism from the business community.

Or consider the changes that are being brought about by time and motion studies and office work simplification ideas that are being applied so extensively throughout the country at the present time. The courses of study and materials of instruction should reflect the new office procedures as soon as possible after this work simplification is fully established. It should be the responsibility of the supervisor of business education to provide the opportunity for a teacher to keep up to date in the field in which his pupils are being trained. Furthermore, he should help develop a situation that would make it easy for the teachers to work together in preparing and selecting materials that are needed to incorporate these changes into the business education curriculum.

Making adjustments in the business education curriculum to correspond to the changing conditions of the business office is only one of the many technical problems that the supervisor should be ready to assist the principal in solving. The curriculum must be set up to give training in skill development to meet the exacting demands of the vocation, but business education is more than technical training. It is cultural, scientific, and intellectual in a broad sense. It has a contribution to make to general education so worth while that it should be a part of the education of every youth.

All people should know enough about business institutions—their functions, purposes, procedures, and practices—to use their services intelligently. The consumer should get full value for each dollar that he spends; the businessman should have no unnecessary expense through ignorant or unfair practices of the buyer. Cost of distribution of our manufactured products is far too great and is rising continuously from year to year. Much of this

rise in cost of goods and services results from insufficient knowledge on the part of both seller and consumer. Schools can go a long way in providing the training that would reverse this trend.

The statements emphasizing the importance of social-economic and consumer-business competencies are not new; they are very commonplace, but to a large degree they are only statements of theory and not an actual part of the curriculum of most schools of the country, as they should be.

The supervisor has some very definite responsibilities that must be considered if curriculum revision or development is to give business education the place in the curriculum that is needed by a society so completely dependent on business and so much a part of business as the society in the United States. Some of these responsibilities are:

1. The course of study for all departments of the junior and senior high schools must be carefully evaluated to find the nonfunctional materials and the unnecessary duplications and to replace them with the type of consumer-business education that the present-day society needs.
2. Careful consideration must be given to the allocation of the learning experiences of consumer education to the science, social studies, home economics, and other departments as well as to the business education department.
3. Opportunity must be provided and encouragement given for all of the teachers to participate in curriculum development.
4. This work must be the co-operative type of group activity in which teachers, pupils, and supervisors grow together as the curriculum develops.
5. Business-economic competency for all pupils would require a supervisor who is imbued with a crusading spirit and an impelling desire to reach such a goal.

IMPROVING INSTRUCTION

Supervision is largely for the purpose of improving instruction. The philosophy and the practice of the supervisor of business education would agree with those of the principal in his general supervision; namely, the supervisor, as well as the teachers, is a learner; all work and learn together in the democratic, co-operative process of evaluation and development of methods of instruction. The supervisor who approaches his task with humility, who makes it plain that he comes to each school in a spirit of willingness to serve in whatever way will most directly improve instruction in busi-

Business education has a worth-while contribution to make to the work of the principal. Many of the techniques and devices of supervision would be those customarily used by the principal but with the added advantage of a full-time specialist who would be bringing together the resources of all of the schools or departments within a school to concentrate on the work.

Some of the services that the principal could expect the supervisor to provide for the improvement of instruction in business education are:

1. Evaluation and recommendation of visual and auditory teaching aids, such as motion pictures, filmstrips, bookkeeping charts, sound recordings, exhibits, field trips.
2. Arrangement for intervisitation among teachers of different schools.
3. Demonstrations by supervisor and outstanding teachers.
4. Classroom visitation, observation, and individual conference.
5. Teachers meetings and conferences under the direction of national leaders in business education.
6. Guidance of teachers into summer training courses under outstanding leaders of business education.
7. Organization of in-office training for business teachers.
8. Development of standard tests which will act as motivating devices for the teacher and the learner.
9. Planning workshops for the exchange of ideas and the development of group projects.
10. Carrying on the activities which are summarized in the remainder of this chapter.

ASSISTING THE TEACHER

Most teachers are intensely interested in their pupils and the work they are doing; they desire to be effective. They need recognition of their good work, and they want help with their problems. It is the function of the supervisor to provide the organization and facilities to meet these needs of the teachers.

It may be that the teacher is working under conditions where it is impossible to get good results. For instance, a teacher may be striving to train pupils to qualify for stenographic positions when little or no provision is made for the teacher and pupils to be together in a room equipped with typewriters. The supervisor should be able to show the administration the necessity for the time and the room by pointing out that the pupils are unable to meet the standards demanded in the business office under such

conditions and by explaining the complexity of transcription—how it involves the ability to type, ability to take dictation, and a knowledge of English.

Or it may be that the teacher has organized his office practice class to operate as a model office. He then attempts to teach the use of the many different office machines, follow the procedures and routines of a regular office, and, at the same time, cut the stencils and do the office work for the school all without a text, a course of study, or a systematic schedule of assignments. For this teacher, with the great burden of his duties, to find the time to assemble materials and develop a course of study without any assistance is almost impossible; but with a committee of office practice teachers from a number of schools working together, with the assistance of a co-ordinator, the job can be done:

In a curriculum developed under good supervision, the teacher of secretarial practice would not have to work himself into a state of nervous exhaustion trying to teach in this concluding course many of the skills and much of the special knowledge and attitudes that should have been taught long before in numerous classes, as may be the case in the unsupervised system.

CO-OPERATING DUTIES OF THE SUPERVISOR

All of the schools of equal level in the same school system should follow the same courses of study and have uniformity of standards and achievement so that pupils can transfer from one school to another without loss of time or credit. Achieving uniformity is difficult in any department, but in the business field, the problem is particularly complex. Certain courses are essential to prepare every pupil for today's world; others are highly vocational. The grade placement of vocational skills, such as shorthand, book-keeping, typing, and machine calculation, must be determined not only by pupil readiness but also by the necessity to develop top skill just prior to employment. (When uniform courses and standards do not exist, it is the duty of the supervisor to initiate the monumental task of developing them; if the task has been completed, it is time to start again to bring them up to date.)

If there is to be uniformity of courses of study and standards of achievement in this constantly changing business field, committees of teachers must continue at work year after year under informed leadership, selecting, developing, and integrating materials of instruction.

The supervisor must take the responsibility for securing the active participation of teachers and administrators from the different levels and from the community in the development of a curriculum in business education.

This curriculum should begin in the junior high school and continue, with unity and proper sequence, through the three years of senior high and the junior college or post-high-school level. Proper co-ordination should prevent unnecessary duplications and make room in the curriculum for other types of general education.

SETTING UP STANDARDS OF ACHIEVEMENT

Standards of achievement should be set up for each business subject area to provide an incentive for pupils to do good work and to provide a uniform guide for all teachers within the school system for which the supervisor is responsible. As business education has two objectives, both must be considered. Standards for the cultural, personal-use objective must fit the needs of the individual pupil in accordance with his ability, interest, and the use he will make of his learning experiences; on the other hand, standards for the vocational objective must be based on those set by business for the beginning office worker—this means actual pupil accomplishment. When a pupil is rated or graded according to vocational standards, he should not be graded on the class average, for the class may be one of very inferior ability or the teacher's method of instruction may be bad. Nor should the grade be based on pupil effort and good personality, important as they are; grading must be determined by ability to perform the job.

It is a tremendous task to set up such standards; but it is a fruitful, worth-while one, for it provides the opportunity for the teachers to evaluate carefully their course objectives, instructional materials, and teaching methods as they discuss their problems in committees, give tests and interpret test data, and are stimulated to carry on individual research.

Steps in a plan that one city found successful in setting up standards in typewriting are listed below:

1. Beginning early in the school year and meeting after school once a week for eight weeks, an inservice training class for teachers of typewriting was held to study objectives, materials, and methods. During those sessions an interest in uniform standards for the school system was created.
2. A teacher of typewriting from each school was selected as a member of a committee which had the responsibility of co-ordinating the work being done on standards in all of the schools and in spearheading the work of setting up uniform standards.
3. The department head of business education in each school held a meeting of the teachers of typewriting to prepare a statement of standards that were being used in his school.

4. These written statements from the schools were studied and discussed by the committee.
5. To determine actual office standards, a test in typewriting was given to over a hundred regularly employed typists in a number of offices.
6. A test was given to all pupils in typewriting classes in the school system to find out what degree of skill and knowledge was actually being attained.
7. Then, after the information obtained from the office and school tests was studied, tentative standards were set up by the teacher committee.
8. The tentative standards were tried out in all classes for one semester.
9. The committee reviewed the recommendations for change from each school, and new standards were set up.

This plan gave each teacher of typewriting an opportunity to participate in the professional class for teachers, in the meetings at his school where recommendations were developed, and in trying out the standards. This placed the burden of standard development on the teachers and not on the supervisor. In other words, supervision was a democratic process. A similar procedure could be used in other business subject areas. It would provide the stimulus for some teachers to evaluate their own teaching methods when any other attempt by principal or by supervisor to secure evaluation might prove futile.

SELECTION, PURCHASE, AND REPAIR OF EQUIPMENT

Office machines and equipment for use in the training of pupils for business positions are expensive, but a variety of machines is unavoidably necessary if the schools are to provide the training the office manager requires of his employees. There is such a large number of machines of different make, style, and purpose that selection is a difficult problem. The supervisor should get a committee made up of office managers and business educators to recommend selection based on these points:

1. Inventory of school's equipment
2. Number of pupils to be trained in each school
3. Standards of proficiency to be reached
4. Survey to determine number of each kind of machine used in local offices
5. Trend of sales to discover which machines will be most extensively used some years later
6. Suitability and durability of machines for teaching purposes

The business community will be ready to supply whatever support is necessary to secure the machines for training purposes when it fully under-

stands the needs of the schools. The supervisor should work with the maintenance department to see that all machines are regularly cleaned and kept in good condition to prevent one of the teachers' greatest sources of annoyance—"Machine out of order." The supervisor should show the administration the value of the establishment of a policy of regular replacement of equipment. Furthermore, he should have the authority for the allocation of equipment to the schools and the change of equipment from one building to another so that maximum use can be made of all equipment at all times.

THE SUPERVISOR AND THE GENERAL ADMINISTRATION

The supervisor must be the intermediary between the teachers and the administration. Tonne stated that "business education requires representation at headquarters. It is the function of the supervisor to give this representation and to give it well. He must see that the general administration understands the functions of business education and that the problems of the teachers are brought before the proper authorities, so that means may be taken for solving them."¹ On the other hand, the general administration is frequently criticized by the teachers simply because they are not aware of the problems it faces. Here is an opportunity for the supervisor to make a contribution toward harmony and good will by helping to keep the teachers informed.

When the general curriculum staff is at work on curriculum revision and the representative from each of the departments insists that new courses be initiated and certain elective subjects be required (honestly believing his department should have more of the pupil's time), the supervisor should be able to depict the true value of business education and its rightful place in the general education of every youth. He must also see to it that there remains ample time for the elective subjects so that the pupil who wishes to enter an occupation in the business world may elect the vocational business subjects that he must have.

GUIDANCE, PLACEMENT, AND FOLLOW-UP

Even in a school system where a good guidance department is functioning well and an adequately staffed school placement and follow-up agency exists, much remains for the supervisor of business education to do. The guidance department should be kept informed about specific local occupational opportunities for business graduates; full information about business education courses should be made easily accessible to the counselors; ways

¹ Tonne, Herbert A. *Principles of Business Education*, New York: Gregg Publishing Company, 1947, p. 528.

must be found for assisting with the solution of difficulties teachers encounter when selection of pupils is not properly done.

Perhaps the best method of handling placement of beginning workers is the creation of a joint agency operated and financed by the state and the local school district. But even if placement and follow-up are well done, the business education department still has the responsibility for setting up standards of occupational competency and supplying the agency with the information the employer will need in making selection of applicants. Follow-up information must be assembled and sent back to the training centers where it can be used.

PROMOTING GOOD PUBLIC RELATIONS

School administrators are well aware of the necessity for community approval of their educational program. Enthusiastic popular approval of the schools means freedom from unjust criticism and strong financial support. The position of supervisor of business education creates a unique opportunity for the building of a friendly, understanding community relationship—particularly with the business community.

A large percentage of the beginning office workers are the graduates of the business departments of the high schools without any additional training. These business graduates are the salesmen of the school—for better or worse. An ineffective stenographer, an inaccurate typist, a clerk unable to add correctly or write legibly naturally cause the employer to blame the school for their deficiencies.

If businessmen are given an opportunity to make constructive suggestions for training office workers and if they are given an insight into the problems faced by the schools, their understanding and support are won. An organization which provides the co-ordinating machinery is available in every large city in the United States and Canada. The office managers—the men who supervise the work of the business graduates—have an organization known as the National Office Management Association (NOMA). This organization, when drafting its original constitution, established the promotion of business education through co-operation with the schools as one of its major purposes. To illustrate the excellent opportunity that almost all directors of business education have in securing support from the businessmen, the highlights in the educational activities of the Seattle, Washington, Chapter of NOMA during the last three years are listed:

1. Creation of a large Education Committee made up of office managers and business educators selected to serve, as far as possible, year after year.

2. Development of an immediate and long-range plan, far reaching in its scope, for the improvement of business education.
3. Survey of the business education departments of the schools and of the business offices to secure: (a) evaluation of the schools' business education program, (b) appraisal of training equipment, (c) agreement on office standards for beginning workers, (d) information concerning vocational opportunities in business offices.
4. Publication of survey data and recommendations in a brochure entitled *Business Education, The Door to the New Frontier*.²
5. Recommendation to purchase equipment and modernize the business education departments of all the schools (now carried out).
6. Presentation of an annual education program at an NOMA dinner meeting (for instance, this year eighty business educators were paired with eighty office managers to get acquainted with each other and enjoy a program in which office managers demonstrated new methods in office work simplification).

In every community there are various organizations ready to co-operate with the supervisor in developing support of the schools.

THE STATE SUPERVISOR OF BUSINESS EDUCATION

The preceding description of the opportunities the local supervisor has to assist the principal, teacher, and general administration with their work applies with equal force to the state supervisor. While his activities are similar, though on a broader scale, the need for supervision at state level is even greater. If the large city high school with its many experienced teachers and a department head needs a supervisor, how much more serious is the need of the small high school, its business department made up of one or two inexperienced teachers without a department head! Small towns have no NOMA chapters, few effi-



A bold departure from the traditional classrooms is the model office at Farragut High School, Chicago, Illinois, which provides effective training equipment for business education.

² Seattle Public Schools, *Business Education, The Door to The New Frontier*, Seattle, Washington, Metropolitan Press, 1946.

cient offices to visit, no office machines distributors to supplement the program. The principal has to teach several classes and is frequently wholly unfamiliar with the business-training field. Where can the teacher turn for help?

The need for state supervision was made very clear by Strong when he stated that:

In no other department of education is there such a lack of proper supervision as in business education. The general administrator of a school or college has had courses of a general nature, such as foreign language, science, history, mathematics; but few have pursued business courses and are, therefore, not capable of supervision even in a general way.

In other fields of education there are state supervisors and inspectors, city supervisors, and others, who have the responsibility for the supervision of academic areas of instruction. Such benefits are not enjoyed by business education. When it is further realized that the business education department usually overlaps most of the other departments of the school, then it is appreciated how much need there is for the proper establishment and supervision of such courses. Business education courses represent complete courses of training and involve many-sided and technical curricula. Only through some type of centralized supervision can the standardization that is necessary in business education be established and maintained.³

The National Association of Secondary-School Principals could be very influential in securing the appointment of city and state supervisors of business education if its members were convinced of the necessity for establishing and filling these positions. It is important that they realize how large a segment of the population needs business education. For example, the 1940 Federal census revealed that in one representative American city at least forty percent of the people who were gainfully employed should have had business education to fit them for the vocational work they were doing—namely, clerical, distributive, or business management activities. That *all* citizens today desperately need basic business education has already been pointed out. The complexity and highly technical character of the business education field and the relative infrequency of this type of training in the preparation of the high-school principal should convince him that a business education supervisor (still so rare in this country) would be a welcome ally.

³ Strong, Paul P., *The Organization, Administration, and Supervision of Business Education*, New York: Gregg Publishing Company, 1944.

CHAPTER IX

There Is an Adequate Selection, Guidance, Placement, and Follow-up Plan

J. FRANK DAME

REALISTIC business education requires that careful selection processes, internal guidance functions, proper placement facilities, and continuing follow-up procedures be initiated and maintained. The proper development of these facilities necessitates careful thinking and planning as well as a persistent attention to the idea that something is actually happening in each aforementioned area.

SELECTION

There are two elements in selection as applied to business education; namely, interest and ability. These are about equal in importance as factors entering into the determination of possible success in vocational business education. Perhaps a definition or explanation of what vocational business education is would be helpful at this point. It is *that kind of business education that is eventually going to be used by the learner as a means for earning a living*. It is true that business education contributes to general education, but in business education there is a predominantly vocational objective which must be met.

There are three major selection techniques which may be carried on in business education. The first has to do with prognostic testing. This technique is not, as yet, well developed and, considered by itself, is not sufficient. The recently developed *Kuder Preference Record*¹ provides help in localizing general areas of interest which some teachers are using. The Hoke² and Turse³ tests have been used in connection with predicting success

¹ Kuder, G. Frederic, *Preference Record*, Chicago, Illinois: Science Research Associates, 1942.

² Hoke, Elmer R., *Hoke Prognostic Test of Stenographic Ability*, New York: Gregg Publishing Company.

³ Turse, Paul L., *Turse Shorthand Aptitude Test*, Yonkers-on-Hudson, New York: World Book Company, 1940.

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in shorthand, but, in general, the relationships between test scores and achievement have been too low to warrant full acceptance of them for this purpose. Clerical aptitude tests of the Minnesota and Detroit type are used in many school and business personnel departments; but they too cannot be fully accepted.

The second technique used in selection processes involves an analysis of the relationship between school marks in various school subjects and the subject to be studied. It has been fairly well established, through research procedures, that there is a slight relationship between arithmetic marks and success in bookkeeping and accounting. English and language marks as compared to shorthand enjoy a limited reliability ratio.

The third possible technique utilizes the exploratory or tryout course as a means of introducing the pupil, through experience of a direct nature, to the various specialized fields of business education. Actually the tryout experience is already being carried on when a pupil takes the elementary course in a subject such as shorthand or bookkeeping. The weakness in this type of exploration is that the pupil has made up his mind to choose that field of specialization and he may find, after a whole year, that he is not fitted for the course by either interest or ability or possibly both. This kind of tryout, therefore, develops what may be termed a *negative guidance* process. It may be that properly developed short-unit tryouts with a few weeks' attention to each possible field of specialization in business education may have a positive effect in that pupils thus have a chance to "taste the actual offering that decisions can be reached without loss of confidence in himself. Thus a positive process of actual tryout by every pupil in the school at the ninth or early tenth grade level may prove to be a valuable guidance process. Such tryout courses are now conducted in several systems. They usually consist of six weeks in shorthand, six weeks in selling, as well as six weeks in a combination of bookkeeping and clerical procedures.

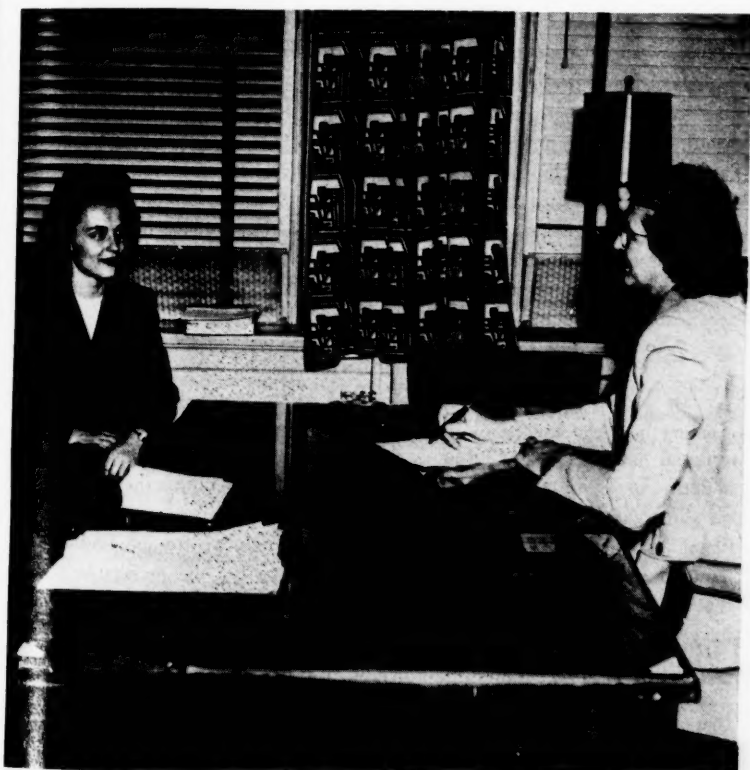
None of the methods of selection just described possesses sufficient reliability and validity to warrant the use of any one of the three to the exclusion of the others. Probably the guidance-minded school will be utilizing elements of at least two possible procedures. In many cases all three will be found in the same school. Undoubtedly the school which combines elements of all will be in the preferred position of giving the best service to its pupils and community.

GUIDANCE FUNCTIONS

All teachers of business subjects are faced with a great variety of guidance problems. Because their work is so closely related to the work of

the world, it falls to their lot to handle a wide scope of guidance problems. These problems are not only those of the individual pupil, but also those having to do with the mechanics by which desirable educational practices may be achieved.

The general objective of all guidance is to assist the individual to make his choices intelligently. Such choices include educational as well as vocational, and, of course, the former is closely related to the latter. Since this is especially true in business education, there is a very strong and supportable argument for giving particular attention to guidance from the standpoint of the business department.



All teachers of business subjects are faced with a great variety of guidance problems. Individual conferences assist the student in making intelligent choices.

The principal, the guidance counselor, as well as teachers, possess strong appreciation for the peculiar needs and requirements of a business education curriculum. Pupils who take business courses should possess something *approaching an average ability as well as interest* in order that they may succeed in school and in the business world following graduation from high school. The vocational or career conference, whereby outside speakers from business come into the school and meet with groups of pupils who evidence interest in given lines of work, is an effective guidance technique. Speakers, who have a background of experience and who can give valid expression to the advantages and disadvantages of their chosen line of work, can be of great help. They are clearly able to impress the pupil with the need for sufficient background in relation to the line of work under discussion and are likewise able to portray the possible future in a given line of work.

A personal history blank for each pupil is absolutely necessary if educational and vocational guidance outcomes are to be properly achieved. This record should carry numerous personality evaluations by teachers and should serve as a recorded history of the pupil in terms of his accomplishments in exploratory courses, results of prognostic and intelligence tests, scholastic records and judgments as to his work habits and possibility of success, as well as future educational and vocational plans or desires. This record should be brought up to date from year to year after graduation by the addition of pertinent follow-up information whenever such becomes available.

PLACEMENT

An adequate placement service should be maintained by each school teaching business subjects or, in fact, by schools in which any subject of a terminal nature is taught. Just as the school has an accepted responsibility in terms of aiding the college preparatory pupil to get into the college of his choice, it, likewise, has as a major obligation to help in terms of vocational placement. If the graduate assumes full initiative for job finding, is rebuffed several times, and has no opportunity to use the perishable skills that he has acquired, he will soon lose interest, much of his education will have been in vain, and he will lose respect for the school.

An efficient placement bureau is often a contributing factor toward causing pupils to remain in school. The knowledge on the part of the pupil that assistance is awaiting him and that, in fact, it is already working for him while he is still preparing himself, removes a certain amount of mental strain concerning his opportunity to utilize his learned skills to his own economic advantage.

Placement is a matter of matching youth and jobs. The school which maintains an efficient placement service is performing a much-needed educational function. Specifically, placement includes: (1) securing information about available positions, (2) providing assistance in uncovering job opportunities for employable pupils, and (3) continuing the assistance after original placement.

While the practices indicated above provide that the school shall maintain an actual placement service, it should also be stated that the school's placement bureau should co-operate with existing employment agencies. The school should maintain a direct service, however, because it needs the benefit that may be derived from close contact with business through the medium of placement activities. In fact, it is quite impossible to avoid the matter of direct placement since businessmen should naturally look to the school as the logical place from which to secure desirable employee personnel.

FOLLOW-UP

Schools providing vocational preparation for business have not fulfilled their complete responsibility to their pupils if they do not follow their students on the job. It is the definite responsibility of schools to ascertain whether the trainees are making satisfactory adjustments and progress in the job.

Some schools make a follow-up study a yearly activity, others make such studies only once in two years, and still others utilize a five-year period. Such studies can be very helpful. The advantages derived from such planning will encourage schools to analyze their work and to come to a conclusion on what appears to be the best procedures to follow. Follow-up is more than a paper study, however; it should be a continuous function. The purposes of follow-up may be summarized as follows:

1. Assisting those prepared in business subjects to make satisfactory job adjustments.
2. Furnishing a basis for remedial work as carried on in evening or part-time courses.
3. Furnishing a basis for analyzing the need for courses that lead to job promotion and the development of in-service courses of this type.
4. Serving as a background in determining desirable types of training.
5. Helping to determine the degree to which the vocational business-training program is either strong or weak in meeting the needs of the community.
6. Assembling information about possible jobs as well as successes and failures in jobs.

CHAPTER X

There Is an Adequate Program of Modern Teaching Aids

HARRY Q. PACKER and
LEWIS R. TOLL

THE modern business department in a high school uses an extensive assortment of up-to-date teaching aids. The variety and number of aids for a business department are large because of the wide range of subject matter and objectives of business education. The business teacher needs the assistance of the administration in keeping modern aids available. The task is not an easy one nor can it be done without adequate funds. The rapid changes which occur in business practices which affect both the workers and the consumer make it important to keep up to date.

Probably the greatest obstacle to the improvement of business education, both in developing skills and in teaching about our economic system, is the difficulty of selecting the best teaching aids.

The aim of the business education department should be to develop gradually its library of basic visual aids. Steps in this development are: holding committee meetings (if possible, the principal should sit in on these meetings), surveying all sources, finding out what is needed, determining costs, and making plans to get sufficient funds. Superintendents have said that in many cases funds have not been set up for visual aids because they have *not* been requested by the principal and teachers. In case funds are not available from the local school board, other sources should be investigated, such as the PTA and school activities for which a small fee may be charged. Visual aids should be considered in the same light as textbooks. Until sufficient appropriations are available for a departmental library of visual aids, the department should make use of the state department of education libraries, university libraries, and commercial libraries.

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THE COMMUNITY AS A SOURCE OF TEACHING AIDS

The modern business teacher selects and uses the kind of materials that will make more meaningful the activities and work of the class. Many of these are offices and stores. The materials include: business machines, office equipment, materials will be found in the community. The chief sources of such materials are: business forms, merchandise, office manuals, posters, advertisements, examples of correspondence, application blanks, copies of personnel forms, training literature, and photographs. Many of these may be secured on loan, while others will frequently be furnished for permanent use by business establishments upon request.

OTHER SOURCES OF TEACHING AIDS

The main sources of business teaching aids outside the community are: central and branch offices of manufacturers, wholesalers, chain stores, and other business firms; governmental agencies; and colleges and universities. The chief suppliers of teaching aids for the business department are the textbook publishers and the office equipment houses. Both types of firms have been developing numerous visual aids to accompany textbooks and training manuals. A large number of visual aids for business education are available from other sources. The industrious business teacher prepares for himself many of the visual aids he is to use. The chief requirement for developing a set of visual aids is imagination and a strong desire to do a good job. The business educator is now thinking in terms of a visualized curriculum. An ideal situation would be a minimum of one visual aid for each topic in the course of study. The most effective visual aid or set of visual aids for a topic can be best determined by the individual instructor. The specific visual aid which he should use will be determined by the nature of the subject, the available teaching time, the grade level, and the accessibility of the aid itself. The following is a partial list of some of the visual aids that may be adequately used in a business education program. Suggestions on where they may be secured are also given.

Blackboard and Bulletin Board	Field Trips
Charts, Graphs, Maps, and Diagrams	Flash Cards
Manuals and Posters	Slides
Objects, Specimens, and Models	Visual Cast
Training Laboratory	Opaque Projector
Pictures and Photographs	Motion Pictures
Discussional Filmstrip and Sound Slidefilm Projector	

Blackboard and Bulletin Board

Most business education classrooms are equipped with blackboards and bulletin boards. In case a bulletin board is not available, a home-made one can

easily be constructed in the school shop by covering a heavy sheet of cardboard with burlap cloth or by mounting an ordinary sheet of cork on wallboard.

Charts, Graphs, Maps, and Diagrams

Some of these visual aids may be found in magazines, textbooks, newspapers, and journals; others may be obtained from banks, insurance companies, manufacturers of office equipment, and other business concerns located in the local community. It is often desirable for the business teacher to prepare his own material for specific units of work. In many cases, the construction of these aids would be excellent student projects. Charts, graphs, maps, and diagrams also may be purchased from reliable commercial dealers. Many of these sources are listed in Pamphlet No. 80, *Sources of Visual Aids and Equipment for Instructional Use in Schools*, U. S. Government Printing Office, Washington 25, D. C., price, 10 cents.

Manuals and Posters

These visual aids readily lend themselves to pupil projects in commercial geography, office practice, salesmanship, and classes in distributive occupations. A large number of manuals and posters are also made available by manufacturers of office equipment and supplies. The retail stores are other excellent sources for manuals and posters.

Objects, Specimens, and Models

It is valuable to be able to see and even hold the object which is being discussed. However, in many cases it would be even more effective to use a specimen or a model. In stenography, bookkeeping, and office occupations, it is extremely important to use the actual objects and forms used in local businesses. In many cases, the local concerns will supply the business education department with these visual aids.

Training Laboratory

Classes in office practice, salesmanship, and distributive occupations ought to have a laboratory resembling a unit of a real office or store. Many of the modern schools have made specific arrangements for training laboratories of this kind. However, a large number of schools do not provide these facilities unless the business teacher assumes the responsibility of constructing them himself with the assistance of his pupils and the shops in his school. Here again, local merchants and other businesses have been generous in their contributions.

Flash Cards

Flash cards are of great value in all subject fields in business education. They are simply a series of cards containing pertinent points and highlighted

ideas about the subject matter. They may be used to introduce a lesson, to improve the lesson presentation, and to test and review.

Field Trips

A wealth of information may be gained from carefully planned field trips. Each community offers field trip opportunities for most business classes. However, to reap the benefit of this type of visual aid, it is necessary to co-ordinate the trip with the specific class lesson. A check list to guide the pupils' thinking would further the educational value of the trip. The following check-list for use in visiting a store was developed in a visual aid workshop conducted at the Research Bureau for Retail Training, University of Pittsburgh, during the summer of 1946:

STORE TRIP

OBJECTIVE: General reconnaissance of store procedure, organization, and layout.

STORE:

GUIDE:

1. Store origin and type:
2. Store system:
3. Merchandise department:
4. Publicity department:
5. Maintenance department:
6. Finance and control department:
7. Personnel department:
8. Personnel training:

LOCATION:

DATE:

9. Store layout:
10. Buying:
11. Receiving and checking goods:
12. Marking goods:
13. Pricing:
14. Merchandising control:
15. Advertising:
16. Window and store display:

Note: When duplicating this form for class use, space should be provided after each item for the pupil to make notations.

Pictures and Photographs

Every magazine, journal, newspaper, and piece of advertising literature is a potential source of pictures for business education classes. The resourceful business teacher develops a filing system to enable him to find the right picture when desired. If possible, each picture or photograph should be mounted on thin cardboard, catalogued, and filed in an appropriate folder.

Slides

The old reliable $3\frac{1}{4}'' \times 4''$ lantern slides are still valuable teaching aids. The Keystone View Company, Meadville, Pennsylvania, has been, for some time, a distributor of lantern slides covering many business education subjects. Other sources of these slides are state libraries, museums, and colleges. Some will be outmoded, but a large number will still serve an important purpose. Do not overlook the possibility of making slides. The materials

are inexpensive and may be purchased in a local photography store. Simple directions for preparing home-made slides may be found in Chapter 3 of *The Preparation and Use of Visual Aids*¹

The newer 2" x 2" slides are intriguing. A novice can make his own colored slides with an inexpensive 35-mm. camera. A roll of film which will provide twenty slides may be purchased for approximately \$2.75. There is no extra charge for developing and mounting. The company from which the films are purchased will convert the roll of film on which the pictures are taken into colored slides ready for projection.

A lantern slide projector can usually be converted to project 2" x 2" slides by means of a special attachment. Some of the opaque models can also project both 3¼" x 4" and 2" x 2" slides by adding attachments. The Tri-Purpose Projector and a few others can handle both filmstrip and 2" x 2" slides. Individual 2" x 2" slide projectors, such as the Kodaslide Projector, are inexpensive and easy to operate. These projectors and cameras may be purchased from the local photography store.

Visual Cast

This is a comparatively new type of projector which is being distributed by the Victorlite Industries, 2414 W. Slapson Avenue, Los Angeles, California. It is a compact unit placed at the front of a classroom, about 6 or 7 feet from the wall or blackboard, which *projects* as the instructor *writes*. Its application in teaching stenography, bookkeeping, business arithmetic, and office practice is obvious. All types of business forms, such as invoices, ledgers, and sales checks, may be converted to transparencies and projected in a similar manner. These transparencies may be made from forms by your local photographer or the Victorlite Industries.

Opaque Projector

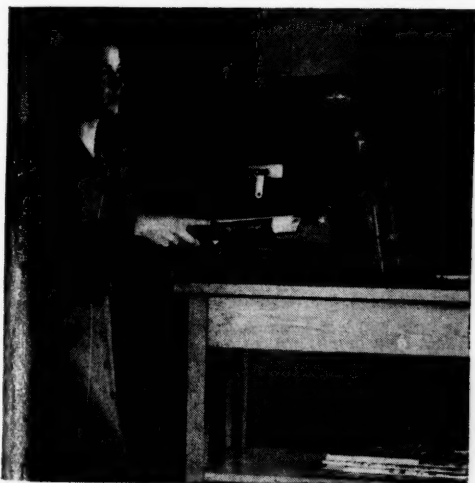
This projector should be considered a **MUST** in a modern business education department. If possible, the projector should be part of the permanent equipment of each classroom. The opaque projector is recommended as a basic piece of equipment and should be given first place on the list of necessary projection visual aids. Illustrations, pages from magazines or textbooks, photographs, and newspapers may be projected on a screen simply by inserting them in the machine. The Bausch and Lomb Optical Company projector will project 6" x 6" of the inserted material and the Beseler Model OA3 will project as much as 7½" x 10" of the copy. Small opaque objects, such as textile swatches, electrical supplies, watches, coins, and paper money, may also

¹ Haas, Kenneth B., and Packer, Harry Q., *The Preparation and Use of Visual Aids*, New York: Prentice-Hall, 1946.

be projected on a screen in a similar manner. These projectors are comparatively inexpensive (some models selling for slightly over \$100) and may be purchased at most local photography stores.

Motion Pictures

Motion pictures should be an important part of all carefully planned business education programs. Lessons involving morale building, attitude development, and "timing" in a skill job are best presented by motion pictures. It is true that the motion picture is a rather expensive visual aid, but there are a large number of good industrial and business-sponsored films which are available free of charge. Others are available for nominal rental fees. The source list following the next section includes motion pictures that may be used in all phases of business education. It would be an ideal situation to have every classroom equipped with a sound motion-picture projector and a built-in-the-wall type of speaker and screen. However, for the time being, it would be satisfactory to recommend at least one motion-picture projector for the exclusive use of the business education department. Perhaps in some small high schools one projector will have to suffice for the whole school. The various models on the market, such as the Ampro, Bell and Howell, DeVry, Eastman Kodak, Holmes, Nauto, R. C. A., and the Victor Animetograph, vary slightly in operation and cost. They are priced between \$500 and \$600. Before buying a projector, several models should be demonstrated at the school. All reliable dealers will be pleased to do this, and it's recommended that a business teacher deal with a distributor in his local area. This will



Courtesy of the American Optical Company and UBEA Forum.

The opaque projector may be used effectively for projecting small pictures, textbook material, illustrations, and opaque objects. Excellent projection materials may be obtained directly from many business organizations, trade associations, and office equipment manufacturers.

assure him of a source of up-to-date information on new developments in the field and also a nearby source for projector parts and servicing.

Discussional Filmstrip and Sound Slidefilm Projectors

Many instructors feel that the 35-mm. filmstrips and slidefilms are just as effective as motion pictures in teaching information and skill lessons. These individual frames are projected on a screen as they are advanced in the projector. The discussional filmstrip has the text content directly on the film. Each frame may be observed or discussed as long as necessary. The sound slidefilm has the text on an accompanying record which is synchronized with the film. Each frame is advanced by the operator when indicated by the record.

Filmstrip and slidefilms and their projectors are much less expensive than motion picture films and projector. A small filmstrip projector may be purchased for a little as \$25 or \$30. It should be another piece of basic visual aid equipment for each classroom. However, a sound slidefilm projector (projector with synchronized record player), such as the Illustravox Junior, may be purchased now for approximately \$120. Since this machine will project both discussional filmstrip and sound slidefilm, it is one of the best buys for the business education department. The local photographer or visual aid dealer will submit prices for the various models of these projectors. A source list for visual aids follows.

SOURCE LIST OF VISUAL AIDS FOR BUSINESS EDUCATION

1. *Visual Aids for Business Education*, Training Aids Service of the College Library, New Jersey State Teachers College, Montclair, New Jersey.
2. *Visual Aids for Business Training* by Harry Q. Packer, State Supervisor of Distributive and Business Education, Department of Public Instruction, Wilmington, Delaware.
3. *The Education Film Guide* by the H. W. Wilson Company, New York, New York.
4. *1,000 and One*, The Blue Book of Non-Theatrical Films, The Educational Screen, Chicago, Illinois.
5. *Directory of U. S. Government Films*, U. S. Film Service, Washington, D. C.
6. *Sources of Visual Aids and Equipment for Instructional Use in Schools*, Pamphlet No. 80, U. S. Government Printing Office, Washington, D. C.
7. *The Educator's Guide to Free Films*, Educator's Progress Service, Randolph, Wisconsin.

CHAPTER XI

The Extraclass Activities Contribute to the Student's Total Education

HARRY HUFFMAN

EXTRACCLASS activities are a dynamic means for promoting both the personal and the social development of youth, and, as such, should be an integral part of the program of the business department. Alert principals and business teachers have become increasingly aware of the need for enriching the education of prospective business leaders of society now under their supervision, and together they can plan extraclass activities which will increase vocational knowledge and skill as well as social understanding. The chart which appears later in this article presents a variety of extraclass activities in relation to their contributions to the objectives of business education. It will be found useful in planning and evaluating a program of extraclass activities.

THE NEED FOR EXTRACCLASS ACTIVITIES

Business is an economic activity that supplies human wants; it renders a service of great social importance. In an average community it is dependent upon those persons who are engaged in various types of managerial, distributive, and clerical vocations as a means of earning a livelihood. But many of these individuals, who incidentally represent a large percentage of the population, have less than a high-school education, or little more. It is, therefore, incumbent upon the community high school to offer a well-rounded program of business education.

The young people now studying shorthand, typewriting, bookkeeping, salesmanship, general business, office practice, and other business subjects are anticipating employment in some business—a bank, department store, office, small business, or other enterprise. Each will be either an employer or an employee, as well as a citizen; and, in most cases, he will deal with

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the customers or patrons of the enterprise. As such, he will have responsibilities not only to his employer or his employees and the customers, but also to the social good of the community; for business is dependent upon the completion of transactions that are both mutually profitable and socially valuable. One of the most important lessons the potential business leader or employee needs to learn, therefore, is that he must render both efficient service, in an individual sense, and useful service, in a social sense.

This leads directly to the crux of the problem. Extraclass activities *can* develop both individual and social qualities. These qualities may be thought of as a shield, one side of which is the personal or individual and the other side, the social. For example, one side represents the desire to secure a legitimate profit or wage for goods or services rendered; the opposite side represents the desire to help others secure full value in return for their money. A flaw in the make-up of either side will, by so much, weaken the shield as a whole. In like manner, an individual whose personal and social qualities are unequally developed is accordingly dwarfed or warped in stature.

Until recently, business education has been primarily individualistic. This is not surprising when one considers that our culture has stressed individual enterprise and competition. But this individualistic emphasis, centering on the attainment of technical knowledge and skill—important as it is—has neglected the social aspect. Each individual has a basic need to be of service, to be a member of a group, and to feel that his contribution furthers the welfare of the group. This inherent need is equally as strong as his tendency toward self-centeredness. Participation in extraclass activities will help him to find a working synthesis of these two forces within himself. Essentially, there is no conflict between the two, for through his service to the group he will find self-fulfillment. Thus his social development is kept at an even keel with his personal growth.

Increasingly, principals and business teachers are recognizing that social ability is as important as specialized training and experience. Without the ability to get along well with one's employer, employees, supervisor, fellow workers, and customers, an individual will find it difficult to hold a job regardless of superior technical knowledge and skill. If he has acquired this knowledge and skill at the expense of a healthy outlook toward school, community, and business life, his principal and business teachers will hesitate to recommend him to an employer. With this one-sided development, his criterion of success in business will almost inevitably be personal profit, not self-realization with respect to the welfare of others.

In spite of this viewpoint, some principals and business teachers are averse to extraclass activities because their pupils, they say, are frivolous and are not interested in responsible activity and work. They spend most of their out-of-school hours sitting in the local drugstore over sodas and cokes. Their conversation frequently concerns the number of days left in the school term or the general dullness of school. These pupils are learning only self-centeredness. They are being denied the very activities that will help them to overcome their frivolity. Through the give-and-take of group discussion of worth-while business topics, the pupil learns to relate himself more successfully to others. This is a satisfying experience that meets his needs both as an individual and as a social being. At the same time that he is learning valuable business knowledge and techniques, he is also gaining insights and acquiring skills in human relations. This increased competence in social situations makes him a happier person and a more efficient worker. The results of this are evident: the individual becomes a useful and contented citizen; group interests are furthered; and society—local, state, and world—benefits. Democracy cannot survive as a world leader against totalitarianism unless it can develop citizens who in their everyday business affairs take into account the welfare of society as a whole.

Look now at the school in which principals and teachers have instituted a liberalized program of business education. Three o'clock does not find the pupils leaving the school building. Quite the contrary, the building hums with activity. One group of business pupils, while consuming refreshments, will be talking over plans for the publication of a school paper or yearbook, or the ticket sale for an all-school play or operetta. Another group will be conducting a business survey or addressing envelopes for a Community Chest drive. Other groups will be engaged in activities, such as work and service experience, various types of clubs sponsored by the business department, or visits to business establishments. Obviously these pupils are acquiring both the technical knowledge and skill and the social outlook needed for their full development.

CONTRIBUTIONS OF EXTRACLAS ACTIVITIES TO THE OBJECTIVES OF BUSINESS EDUCATION

The following chart¹ presents a variety of extraclass activities, organized according to their contributions to the objectives of business education. These objectives are patterned after the objectives of economic efficiency.²

¹ This chart is similar in construction to one prepared by Harl R. Douglass, *The High School Curriculum*, New York: The Ronald Press Company, 1947. Pp. 359-60.

² Educational Policies Commission of the National Education Association of the United States *The Purposes of Education in American Democracy*. Washington, D. C.: The Association, 1938. P. 90.

Principals and business teachers may use this chart to select the activities that suit their purposes and to evaluate the outcomes thereof.

ACTIVITIES CONTRIBUTING TO BUSINESS EDUCATION OBJECTIVES

<i>Objective</i>	<i>Type of Outcome</i>	<i>Contributing Activity</i>
The satisfaction in good work-manship	Experience in successfully completing jobs involving accounting for money, promotion of sales, taking and transcribing letters, typewriting reports and tabulations of information, organizing business projects through after-school activities for the common good.	<i>Individual.</i> Paid work experience in business establishments of the community or in a school-operated store; service experience as manager or treasurer of a school activity, organization, or store; service experience as stenographer, typist, or clerical worker for a school official or teacher. <i>Group.</i> Business service or office practice club; work-experience club; assembly programs of a business nature; group work in planning and operating a school party.
An understanding of the requirements and opportunities in various business occupations	Participation, observation, discussion, and reading experiences about the work of the secretary, stenographer, accountant, book-keeper, office machines operator, typist, file clerk, pay-roll clerk, salesman, small-business owner, record clerk, etc.	<i>Individual.</i> Paid work experience, visits to business establishments, interviews with business people. <i>Group.</i> Business club surveys of community business establishments, job opportunities, analyses, and requirements.
The selection of an occupation in business with due regard for its requirements and the abilities needed therefor	Experience in talking about and studying both the requirements of business occupations and the analysis of individual aptitudes and abilities in relation to these requirements; understanding of the need to make a realistic selection of a business occupation; action in making the selection.	<i>Individual.</i> Use of both informal and formal counseling and guidance service of advisers and teachers; examination of books, periodicals, pamphlets; realistic examination of aptitude test results. <i>Group.</i> Business club survey of job requirements; collection of qualifications needed for jobs; group rating of personality; group plans for personality improvement.
The development of skills and knowledges required for success in business	Completion of a plan to develop vocational knowledges, skills, and aptitudes.	Individual and group activities which provide opportunity to use job skills and to practice satisfactory human relationships.

<i>Objective</i>	<i>Type of Outcome</i>	<i>Contributing Activity</i>
An appreciation of the social value of every essential business job	Participation, observation, reading, and discussion experiences about different levels of business jobs; observation that essential workers are dependent upon one another and that each participates in important and valuable work.	Work experience or service activities in which the results are for the use of patrons, customers, or the public; activities in which pupils depend upon one another to complete their independent parts; business club activities which provide opportunity for every pupil to participate.
The maintenance and improvement of business efficiency	Establishment of a plan both to keep skills and knowledges up to date and at a marketable level and to improve and advance in business occupations.	Business club activities which bring in business leaders from the community to discuss both changing business and office conditions and lines of advancement in business.
The plan for individual economic life	Establishment of a plan to become economically independent of parents and government, to live on income earned, and to understand and participate in the solution of the economic problems which beset our complex world.	Individual and group activities which provide opportunity for youth to work and have a good time together, and thus to be on their own, such as home-room programs, school publications, assembly programs, school parties.
The development of standards for guiding expenditures	Experience in making decisions as to relative values, in studying the variety of goods and services available, in developing a plan to use income, in using the <i>Consumer's Guide</i> and other periodicals.	Activities involving individual and group purchasing; planning school purchases of library books, periodicals, athletic equipment, and laboratory, shop, home economics, and business office supplies.
Skillful and informed buying	Experience in buying goods and services, in studying and looking for up-to-date information about goods and services, in using labels and standards, in practicing shopping habits which protect the interests of the shopper, the seller, and the public.	Individual and group activities involving choice-making in the use of time, energy, and money; activities in setting school organization budgets and in studying the variety of purchases available.

<i>Objective</i>	<i>Type of Outcome</i>	<i>Contributing Activity</i>
An ability to safeguard one's interests	Experience in saying "no" to high-pressure salesmanship, in recognizing shoddy advertising and the patterns of common rackets; participation, discussion, and observation experiences about the private enterprise system, democratic group action, the role of government in helping consumers, and buying as an economic function.	Business service club activity in planning school purchases and in acting as purchasing agent for school supplies, library books, athletic equipment, etc.; business club activity involving debate, discussion, and open forum on the place of private enterprise in modern American society.

A DESCRIPTION OF EXTRACLASS ACTIVITIES

The foregoing chart shows the possibilities of many and varied extraclass activities. Limitations of space, however, permit discussion of only two of the most helpful group activities—business-department-sponsored clubs and all-school activities in which business pupils may participate—and brief discussion of individual activities.

Business Clubs

Business clubs are organized for various purposes. Principals and business teachers who examine the following list of purposes are certain to find several which are suitable for their school, whether it be a city or a country school: (1) to study job requirements, (2) to survey the business community, (3) to act as a clearing house for part-time work opportunities, (4) to set up a business-service office for use of community and school organizations, (5) to locate job opportunities, (6) to provide an activity in which every business pupil may participate, (7) to help one another improve personality, or (8) to have a good time. The last named may obviously be combined with any one of the other seven. It is suggested that one purpose at a time be carried out completely. Some of the purposes may require as long as a year for satisfactory realization.

Since nearly every pupil will eventually seek employment, a plan to collect information about job requirements is of common interest. A club whose immediate aim is to study job requirements might operate in the following manner, as described by Forkner.³ Each club member interviews

³ Forkner, Hamden L., "Developing Pupil Activity Through Extra-Class Activities," *Appraising Business Education*, Third American Business Education Yearbook, Eastern Commercial Teachers Association and National Business Teachers Association, 1946. Pp. 272-94.

a person employed in a store or in an office occupation. The interview questionnaire may be developed previously as a group project. After the information has been collected, a committee combines it into a summarizing report. This report is then duplicated for group study and current use, and copies may be sent to employers for review and comment. The outcomes of such an activity are numerous. The principal who is concerned with practical education will readily see that a common interest among employers, young people, business teachers, and the school will serve as strong motivation.

At another time the business club may elect to set up a business service. An office-practice room established on this basis serves a two-fold purpose: it provides experience for club members, and it does work, gratis or at cost, for charitable community organizations and for nonprofit school and community projects. Addressing and stuffing envelopes, mimeographing forms and letters, taking dictation and transcribing letters, collecting and tabulating information, and numerous other activities provide invaluable experience for pupils. This service may be organized as follows. A committee first prepares a notice to be sent to charitable and nonprofit community organizations, offering to do office work if the materials are supplied. Weekly office hours should be arranged when representatives of organizations may bring in their work and make arrangements. A student office manager and his committee plan and parcel out the work equitably. Another committee checks the completed work for accuracy and quality, and still another committee sets standards for completing the work. Young people, who recognize employers' demands for experience and their own need for adequate practice in perfecting skills, will be eager to participate in this club activity.

The above description of two activities business clubs may pursue points the way to club sponsors in organizing plans of action for carrying out the other purposes. Principals who have the broader view of business education will be eager to co-operate with the clubs.

A national youth organization which has become prominent in recent years is the Future Business Leaders of America. FBLA fills a gap in youth education similar to the work of FFA, FHA, FTA, and other youth organizations. It has the potentiality of enabling over a million youth to join in the promotion of improved service through business enterprise. A high-school business club will find it advantageous to become a chapter of FBLA, for it then becomes identified with hundreds of other such youth organizations; youth desire the prestige of belonging to a national organization. The United Business Education Association, which is a department of the NEA,

is the sponsoring agency for FBLA. The national executive secretary for UBEA is Hollis P. Guy, 1201 Sixteenth St., N. W., Washington 6, D. C. Mr. Guy will gladly assist any business teacher to get information concerning FBLA membership to present to his club.

All-school Group Activities

Just as other youth participate in all-school activities—clubs, organizations, councils, assemblies, parties, orchestra, debate, and others—so should the business pupil. The operation and direction of these extraclass activities provide special opportunity for the business pupil. He will gain valuable first-hand experience from group work which involves accounting for school organization money, planning for the expenditure of funds, collecting information, writing reports and letters, promoting sales, or campaigning for advertising space in school publications. Every school activity involves the management of money. For example, a school party involves expenditures for decorations, refreshments, and an orchestra. A school paper or yearbook offers contact with the community through the soliciting of advertising. A school club offers the positions of secretary and treasurer. Thus all-school group activities may be utilized in gaining practical knowledge and skill as well as social insight through interpersonal relationships and service to the group.

Work and Service Experience

Individual activities are also of value in promoting personal and social development. Surveys of high-school juniors and seniors in the average city and rural schools show that a large percentage are employed after school. When the number of pupils who are seeking part-time employment is added to the number who are so employed, the ratio is sometimes as much as seventy-five per cent of the student body. These employed youth may well be gaining a sizable amount of the education they need through this extraclass activity. Business pupils often secure part-time work in sales and simple office work. Principals and business teachers should be responsible for collecting information on job opportunities and for helping pupils through guidance and class work to relate these activities to their total education.

Service experience is another individual extraclass activity which contributes to the well-rounded development of the business pupil. Advanced bookkeeping pupils can help the faculty treasurer of school activity funds. They will also gain valuable experience by auditing the books of the various class and organization treasurers, by preparing on a school-wide basis reports of income and expenditures of these organizations, and by writing up the

results. A student receptionist in the outer office of the principal can answer the telephone and receive visitors to the school. Advanced shorthand pupils can take dictation from the principal and teachers on a planned basis. However, care must be taken not to exploit these pupils or to overuse them after they have gained facility in the particular activity.

Individual Activities

Other individual activities center around the planning of one's economic life as a means of earning a livelihood. For example, one youth may wish to operate his own business. If he is alert, he will visit various businesses and talk with persons there about its operation. He will try to find out the amount of capital needed, how to find a good location, which difficulties to avoid, what the problems of advertising are and so on. He will also talk informally with the principal and business teachers—if they have a reputation for being willing to talk with pupils about their vocational plans.⁴ All of these activities further his personal and social development. Principals and business teachers should not disregard this activity as a means for rounding out pupils' education.

CONCLUSION

The even development of the social and personal qualities of young people is dependent upon both in-class and extraclass activities. Wisely used, however, the latter greatly strengthens the program of the business department. Both the business-department-sponsored club and the group- and business-work aspects of all-school activities provide for a healthy development. Business clubs should consider the possibility of forming a chapter of the Future Business Leaders of America. Other extraclass activities, such as getting work experience, participating in a school business-service program, getting first-hand information on going businesses, and using informal interviews, also help pupils to relate their personal interests to social interests, and thus build better citizens for the democratic way of life.

⁴ For the purpose of this article, the regular school counseling and guidance program is not considered as an extraclass activity. Friendly talks between pupils and teachers, however, are so considered.

CHAPTER XII

Teachers Know the Standards Required of Business for Entering Occupations

HARM HARMS

BY standards we mean a way of living, an established level of knowledge, skill, procedure, and emotional control. Business teachers and administrators should know what will be expected of the boys and girls whom they are training for office and store positions. Elemental? Certainly. Nevertheless, the remark of a businessman upon observing a classroom technique, "We haven't been doing that for twenty years," is not uncommon.

All too frequently teachers teach pupils to type only on plain paper while the businessman wants them to fill in forms. The teacher takes off so many points for each error, but the businessman wants mailable copy. The teacher emphasizes individual achievement, but the businessman wants not only high achievement but he also wants the employee to work harmoniously with others. The teacher works her students for short spurts of time, but the businessman wants them to stand up under continual hour-after-hour activity. The teacher attempts to make things interesting for the students. (As soon as the work becomes monotonous, they change to something else.). But the businessman wants workers who can and will do the same thing day after day (for a few weeks at least) before asking for promotion. The teacher presents complicated problems in bookkeeping and arithmetic, but the businessman wants figures he can read, sums that he can depend upon, and extensions that are carried forward correctly.

Why do administrators permit these practices? Why do teachers tolerate them? Until recently, very few teachers had actual office experience and did not recognize the need for reality. Some business teachers even now confess that they have ever been inside a modern office. School administrators could do much to remedy this situation by encouraging those teachers who are making office contacts and who are endeavoring to meet occupational

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standards to arrange a time schedule which will make it possible for them to find out what is going on.

Business teachers, in some instances, have, on their own initiative, formulated standards, which have been adopted by state departments and have been distributed in printed form to the business teachers of the state.¹ Other business teachers have worked with businessmen on educational and research committees of the National Office Management Association. Their published findings have been instrumental in helping school administrators secure thousands of dollars for much needed equipment for business education. In Seattle, Washington, business educators, school administrators, and local businessmen met to consider the status of business education in Seattle schools in order to see how the schools were measuring up to business standards. One of the outcomes of this study can be seen from the following quotation:

The Seattle School Board followed to the smallest detail a recommendation for the expenditures of \$111,250 to modernize the business training equipment of the Seattle high schools and the Broadway-Edison Technical School. Every item requested has been purchased and is now in use.²

FAMILIARITY WITH OFFICE ATMOSPHERE THE FIRST IMPORTANT STANDARD

The modern office is about as different from the average classroom as can be imagined. The classroom is, as a rule, either overly stiff and formal or a bedlam of confusion. The office has a quiet atmosphere of efficiency. The classroom has few real deadlines. In the office, the report must make the 4:00 o'clock mail in order to serve its purpose. In school, the equipment may or may not be anything like that used in the community or in business generally. It is necessary, therefore, to spend considerable energy to bridge the gap between the school and the office. This can be done in a variety of different ways. One illustration will suffice. A prominent office manager once made this statement, "We like to employ candidates from South High School; they perform like veterans." Why? An investigation at South High School reveals that they have succeeded in creating an office atmosphere in the business department. One room has been converted into a model office. Office managers from the local community give talks at the school, pupils in the advanced classes visit local offices, some of the teachers have had actual office experience, actual office projects are substituted for book projects whenever possible, and films—most of them furnished gratis by office equipment companies—fill in the remaining details.

¹ *Ohio High School Standards for Business Education*, Columbus, Ohio: State of Ohio Department of Education, 1947.

² *Business Education, The Door to the New Frontier*, by Joint Education Committee, Seattle Chapter of NOMA, reported in *UBEA Forum*, April, 1948, p. 8.

Poise comes from knowing what to expect. Is it any wonder that these young people are able to look the prospective employer in the eye with an air of confidence and assurance. With the help of the teacher they have anticipated the problems and procedures which baffle the average applicant. Administrators can help by making it possible for the teacher to do these things. The first important standard in connection with initial office employment is to know what office work means, to have some degree of business sense, to feel at home in the atmosphere of the office.

Dr. Thompson, in an article giving many standards and summarizing several studies, wrote as follows concerning work experience as a valuable procedure for developing a familiarity with office atmosphere:

Wherever possible, plans for work experience are highly desirable. Most businessmen are glad to have office workers work part time for credit, and it is the most effective way possible for a young worker to become familiar with general office routine. This part-time work, done under the supervision of the school department, teaches the student to co-operate with other office workers and acquaints him with the policies of the office, such as rest periods, using the telephone, smoking, and lunch-hour schedules.³

The National Office Management Association (NOMA) stands ready to help the school administrator to make business training as realistic as possible.

OFFICE BEHAVIOR PATTERNS

The high-school boy or girl is extremely sensitive to behavior norms. These youngsters want to act like other people. They want the approbation of their associates at social meetings. They are apprehensive concerning how to act in the office on that first job. They are receptive to the establishment of proper office habits. It is the school's responsibility to see that these young people are properly equipped in this respect.

Many surveys have been made to ascertain what is expected of young office workers. The results are usually the same. Although it is necessary that skill be properly developed, at least to the extent of doing one thing well, the large majority of admonitions from office managers and business executives lie in the nonskill areas, sometimes referred to as personality, work habits, or attitudes.

Summarizing a recent study on office customs, the National Office Management Association has given us the following unique *Capsule* condensation of Mr. Average Office Worker.

Mr. Average Office Worker begins work at 8:00 A.M. in the main office of a manufacturing firm. If he smokes, he lights a cigarette when he feels like it.

³ Thompson, James M. "Training Better Office Workers," *The Balance Sheet*, September, 1948, pp. 7-9.

When hungry, he gets a snack from a dispensing machine, paying commercial prices. He takes an hour for lunch. He quits at 5:00 P.M. He doesn't work Saturdays and Sundays. His company has had the custom in effect for ten years or more. His company believes the practices improve morale and increase efficiency. Miss Average Office Worker follows a similar routine except if she smokes, she must confine it to the lavatory or rest area during the two fifteen-minute daily rest periods.⁴

FUNDAMENTALS

The Seattle Survey⁵ shows that businessmen place arithmetic first in importance among the subjects in which beginning workers should attain some degree of efficiency before they take a position. These businessmen went on record as recommending a refresher course in the senior year of the high school to brush up not only on arithmetic but also on other fundamental skills, including adequate comprehension in reading, writing, spelling, and simple punctuation. Many schools will not recommend candidates for office positions unless they can pass a minimum essentials test in fundamentals. If such a test is given early in the senior year while time for remedial action still remains, it should prove helpful.

ACTUAL PERFORMANCE STANDARDS

In any discussion of office standards, care must be taken to recognize that there are many different jobs and that in the final analysis each job has its own standards. The 13,175 beginning office jobs estimated to be available in Seattle in 1946 were distributed as shown in the following table.⁶

Table 1. DISTRIBUTION OF BEGINNING OFFICE JOBS
IN SEATTLE, WASHINGTON

Classification	No. of Workers	Classification	No. of Workers
General Clerks	2,869	Switchboard Operators	325
General Typists	1,637	Adding Machine Operators.....	297
Filing Clerks	1,024	Voice Transcribers	208
Stenographers	935	Mailing and Shipping Clerks.....	199
Key-driven Calculator Operators	730	Duplicating Machine Operators..	95
Record and Acc't Clerks.....	720	Carriage-Shift Calculator	
Bookkeeping Machine Operators	708	Operators	85
Stock Clerks	553	Ten-key Adding Machine	
Office Boys and Girls.....	486	Operators	85
Cashiers	363	Other Office Employees.....	1,706

To give a detailed list of requirements in each of these skill areas would be impossible in the space here available. The Hartford, Connecticut, chapter

⁴ *Capsule Commentary*, The NOMA Office Customs Survey Summary number 1, prepared by the NOMA National Research Committee, 1947.

⁵ *Business Education, The Door to the New Frontier*, op. cit., May, 1947, p. 27.

⁶ *Business Education, The Door to the New Frontier*, op. cit., May, 1947, pp. 25-39.

of NOMA has made some significant recommendations regarding standards. These recommendations are the outcome of five years of investigation and deliberation. The following are a few excerpts taken from *Business Education for Beginning Workers*.

It is agreed that students should take from sixty to eighty words per minute at the end of a year and a half of stenography and from 100 to 120 words per minute at the end of two years of instruction. Graduates should transcribe neatly and accurately at not less than twenty-five words per minute.

Typewriting should be taught with an objective that a graduate should be able to type fifty words per minute for at least ten minutes with not more than five errors, although neatness and accuracy are held to be more important than the rate of production.

More realism in teaching has already resulted from the practice of commercial teachers' taking occasion to secure first-hand information by exposing themselves to actual business functions through the medium of accepting business positions during the summer months.

Increased attention should be paid to . . . answering telephones, and assuming responsibility. Emphasis should be placed on honesty and the value of holding specific information confidential.⁷

Esta Ross Stuart, Supervisor of Teacher Training in Business Education at the University of California, conducted various studies during December, 1948. She gives the following standards for the operations listed in the table below.

Table 2. STANDARDS FOR CERTAIN BUSINESS OPERATIONS

Operation	Rate	Time Interval
Copying	40-50 words	per minute
Addressing envelopes	100-150	per hour
Four line fill-in	100-150	per hour
Form letters	10	per hour
Stencils, averaging 200 words	4-6	per hour
Dictation	75-100 words	per minute
Transcription from notes	20-25 words*	per minute
Transcription from records	50-125 lines	per hour
Filing or pulling cards	300	per hour

* Based on actual rates given, which approximate two thirds of the copy rates required.⁸

National Business Entrance Tests

The National Business Entrance battery of tests represents a fine standard for judging occupational competency in office positions. They are sponsored jointly by NOMA and the United Business Education Association.

⁷ "Business Education for Beginning Office Workers." Reported in UBEA Forum, December, 1947, p. 14.

⁸ Stuart, Esta Ross, "The Relation Between Office Standards and Classroom Standards," UBEA Forum, May, 1949.

These tests deal with basic fundamentals and with a series of skills: typewriting, stenography, bookkeeping, filing, and the use of the calculator. Recently a businessman spent the greater part of a day supervising the giving of these tests to a group of high-school pupils. He made the following statement: "From now on, this certificate will have real meaning for me. All office managers and school administrators should know about these tests. This is one of the finest screening processes I have seen in years." These standards are described in detail in the *UBEA Forum*.⁹

Ohio NOMA Standards Study

A few years ago the Columbus, Ohio, chapter of NOMA made a study involving approximately 4,000 cases in which efficient office workers were compared with competent near graduates from the high schools—persons whom the teachers were willing to recommend for positions. This study brought to light many interesting things. It showed, for example, that selected high-school pupils are about on a par with persons now holding responsible office positions as far as accuracy, proofreading, spelling, and word usage are concerned. The study indicates that the pupil who has the teacher's stamp of approval is meeting present business requirements. It is the average and below-average pupil and the pupil who is not graduated who needs special attention.

It is interesting to note that the average typing speed of the experienced office typist or stenographer is sixty-one words a minute on the usual five-minute high-school typing test. The average accuracy on such a test is one error per minute. Here is one definite standard that the high-school teacher can use as a goal—especially for her superior students. Complete details of this study are given in the *National Business Education Quarterly*.¹⁰

Placement Office Reflects Necessary Standards

Modern curriculum experts state that the placement office or the school employment office should be more closely integrated with the entire school program. One thing is certain, a few days in such an office will frequently establish standards of occupational competency which might otherwise be overlooked. Clem Boling, of South-Western Publishing Company, reported such an experience. Below are examples of a few of the incoming calls for workers.

1. A girl who is good at dictation, has a good command of English, and is a fast typist.

⁹ *UBEA Forum*, January, 1948, pp. 24-25. Sample copies of these tests may be secured by writing to the National Office Management Association, 12 East Chelton Avenue, Philadelphia 44, Pa.

¹⁰ Harms, Harm, "A Comparison of Superior Students with Superior Office Workers in Spelling, Word Usage, Typewriting, and Proofreading Ability," *The National Business Education Quarterly*, May, 1946, p. 9.

2. A girl who can type, who can take dictation, and who has a knowledge of accounts.
3. A girl to do some shorthand, lots of typing, and some accounting; a girl who is good at arithmetic, filing, and card indexing.
4. A young man to keep books; he must be a good penman; it will be necessary for him to meet the public.
5. A switchboard operator who is also to be a long-distance operator and a receptionist. Unusual courtesy required on board and desk. Sits at front gate. Shorthand essential.¹¹

The "In Production" Technique

With the change in the labor market, many office managers are going back to pre-war techniques of placing the beginning employee "in production," pending assignment to specific departments or as a probationary exercise before changing from temporary to regular employment. Teachers should anticipate the in-production procedures of office managers. In-production procedures may consist of addressing and stuffing envelopes and in other ways helping with mailing projects, sorting and alphabetizing, routine checking, etc. A good envelope addressing standard, assuming good working conditions and a legible, well-organized mailing list, would be from 150 to 200 envelopes per hour. A person doing this quantity of work, averaging such output hour after hour with a high degree of accuracy and, while doing so, indicates by her attitude (restroom, lunch hour, etc.) that she can get along with her fellow workers, has gone a long way towards making favorable impressions. The first hurdle of vocational competency has been met.

Other Standards

The above findings have been corroborated by many other studies and surveys. Among these is one having to do with adjustments of beginning office workers by Finkelhor,¹² containing much in the way of standards for beginning workers. Other studies have been made by Potter,¹³ Kirk,¹⁴ Mumford,¹⁵ and the Toronto, Ontario, Chapter of NOMA.¹⁶

¹¹ Boling, Clem, "Business Education Needs As Indicated by the Employment Office," *UBEA Forum*, February, 1948, p. 11.

¹² Finkelhor, Dorothy C., "Occupational Adjustments of Beginning Office Workers," *American Business Education Digest*, December, 1944, pp. 89-90.

¹³ Potter, Thelma, "An Analysis of the Work of General Clerical Employees," Contribution to Education No. 903. New York: Bureau of Publications, Teachers College, Columbia University, 1944. P. 3.

¹⁴ Kirk, John G., "Enriching the Office Machine Teaching Procedure Through Wiser Selection of Adequate Equipment and Centralized Teaching," *Third Yearbook of the National Commercial Teachers' Federation*, 1937, pp. 260-269.

¹⁵ Mumford, George E., "Advancing Clerical Training into the High School Through the Teaching of Business Principles," *Fourteenth Yearbook of the Eastern Commercial Teachers' Association*, 1941, p. 169.

¹⁶ *Education for Business*, Report and Recommendations by a joint Committee of the Toronto Chapter of the National Office Management Association and Principals and Teachers of the Commercial High Schools, Toronto, Ontario, 1944.

PERSONALITY

Personality is an individual matter. To be different is to be normal. We don't have to be *like* anybody in order to be successful. Nevertheless, there are certain standards which have come to be accepted as the norm for those who wish to go into business. One approach is by means of the personality rating scale. Agnew has given us an excellent personality rating chart covering the following topics: Appearance, Social Graces, Speech and Oral English, Health, Mental Alertness, Attitudes, Judgment, Temperament, Self-expression, Initiative, Industry and Dependability. As an example of the breakdown, we quote one the nine items listed under "Appearance."

Personal habits A B C D E

Is the student free from annoying personal habits such as chewing gum, making-up at improper places, filing nails in public, biting the nails, sucking fingers or thumb, continually scratching the head, various parts of the body, squirming in chair, tapping feet, etc. In the case of men, hitching up trousers, twisting neck, or otherwise apparently getting away from a tight collar.¹⁷

PERSONALITY CAN BE MODIFIED

Good personality can be acquired. Heredity is responsible for genes and chromosomes—basic patterns that influence life long before birth; but the real force for determining the character and personality of a person is found in the social environment in which he is reared. Good personality is largely a matter of a combination of many socially desirable traits and modes of action. These can be learned. The redeeming feature of all this work in improving personality, says Symonds,¹⁸ is the fact that personality is developed out of experience and can be modified by experience. There is hope in the fact that modifiability never ceases throughout life, and everyone is able to achieve some sort of working relationship with himself and with the circumstances with which he is faced.

IMPROVEMENT TOWARDS MEETING ATTITUDE STANDARDS IS
BEING MADE

There are indications that the efforts toward meeting the standards indicated in this article have been successful to a certain degree. A recent survey in Nashville, Tennessee, seems to indicate a turn of the tide, particularly in the field of attitudes. The following are a few of the replies from office executives to the question: "Does your average beginning office worker:

¹⁷ Agnew, Peter L., "Personality Rating Charts for Business Students," *The National Business Education Quarterly*, *Standards in Business Education*, March, 1944, pp. 40-46.

¹⁸ Symonds, Percival M., "Suggestions for the Adjustment of Teachers," *Teachers College Record*, March, 1943, pp. 417-432.

Table 3. ACHIEVEMENT OF BEGINNING OFFICE WORKERS

	Excellent and Good	Fair and Poor		Excellent and Good	Fair and Poor
Work well with others?	85%	15%	Do accurate work?	51%	49%
Determine need for self-improvement?	14	36	Read English intelligently?	53	47
Use resource materials?	15	35	Write legibly?	53	42
Prove dependable?	57	43	Spell correctly?	48	52
Stay well-groomed?	34	16	Use figures accurately?	40	60
Leave office in order?	49	51	Compose good business letters?	13	90
Act businesslike?	47	53	Have proficiency in:		
Work well under pressure?	39	61	a. Typing?	53	47
Follow directions intelligently?	54	46	b. Shorthand?	41	59
Have a wide vocabulary?	23	77	c. Bookkeeping?	32	68
Use correct grammar?	60	40	d. Filing?	35	65
Speak distinctly?	52	48	e. Sorting?	36	64
Have an effective speaking voice?	42	58	Operate the adding machine efficiently?	60	40 ¹⁹

In a *Manual of Practical Office Shortcuts*, the National Office Management Association has compiled many procedures which, if understood by the pupil, would contribute decidedly towards his efficiency in the office.²⁰ The time might soon come in business education when the classroom teacher will, almost intuitively, bring her teaching in line with sound business principles and procedures. Many business teachers feel unsettled unless they know their work is in harmony with the actualities of business life. They are disturbed until they are sure that the chasm between school and office is neither too wide nor too deep and that they are paving the way for the pupil to make his adjustments quickly. Most of the deficiencies mentioned in this article could be remedied by good teaching.²¹

THE TWELVE IMPERATIVES FOR PERSONS SEEKING INITIAL OFFICE POSITIONS²²

A beginning office employee should have:

1. A general over-all familiarity with office layout, customs, regulations, and basic procedures.
2. A desire to please, a willingness to learn, the ability to accept constructive criticism graciously, and a desire to do a fair day's work.

¹⁹ Forte, Owen, "The Average Beginning Office Worker," UBEA Forum, May, 1948. P. 32.

²⁰ *Manual of Practical Office Shortcuts*, compiled from ideas sent in by members of the NOMA. New York: McGraw-Hill Book Company, Inc., 1947.

²¹ Harms, Harm, "Twenty Suggestions for Improving Teaching in General Business Education," *Balance Sheet*, May, 1948.

²² These imperatives summarize much of what has been written as basic minimum standards for beginning office workers. They were compiled by the writer and approved by the Columbus, Ohio, Chapter of NOMA.

3. The ability to read with comprehension simple directives—the ability and desire to follow both oral and written directions when they are clearly stated.
4. The ability and desire to use democratic procedures in everyday living—get along with others, to fit in.
5. A fair degree of skill in the use of fundamentals: simple arithmetic, legible writing, spelling, and punctuation.
6. The habit of neatness and good grooming—the willingness to contribute more than his share to make the office an attractive place in which to work.
7. A real understanding of the value of accuracy—a desire to produce something upon which someone else can positively depend and an understanding of the possible far-reaching consequences of errors.
8. The ability to type from 40 to 50 words per minute with an acceptable degree of accuracy.
9. A knowledge of the most frequently used business forms and experience and skill in filling them in either by hand or by typewriter.
10. The ability to take dictation at about 80 words per minute, to read back fluently when requested to do so, and to transcribe from 5 to 6 usable letters of average length in an hour's time. (This requirement is for stenographers only.)
11. A knowledge of the alphabet, the ability to alphabetize, and an understanding of some of the fundamentals of filing procedure.
12. A familiarity with some of the most frequently used office machines and the ability to use the adding machine.

While considering standards, the administrator might want to check his business department against some of the ideals set forth in the publication, *A Blue Print for Business Education*, a project of a committee of the St. Louis Chapter of NOMA and a committee representing the St. Louis Public Schools.²³ Another source which the administrator and his teachers might use to rate the business department is the 1,000-point scale presented in *Methods in Vocational Business Education*.²⁴

²³ *Blue Print for Business Education*, Monograph 65, Cincinnati, Ohio: South-Western Publishing Company, May, 1946.

²⁴ Harms, Harm. *Methods in Vocational Business Education*, Cincinnati, Ohio: South-Western Publishing Company, 1949. Pp. 15-18.

CHAPTER XIII

The Business Education Department Makes Provision for a Co-ordinated Work Experience Program

C. A. NOLAN

A REAL opportunity to inaugurate a functional program in business education is open to the progressive school administrator if he will give serious consideration to developing a program of store and office vocational education that provides for part-time school and part-time job experiences. This is commonly called the co-operative type of business education.

Wilmington, Delaware, has had a program of this type in continuous operation for twenty-two years. The author had the opportunity of supervising this program in Wilmington for four years. The program has been appraised over the years by educators from other communities, and subsequently many of them have developed similar programs in their own schools, using variations of the plan they had witnessed.

POTENTIALITIES OF A CO-OPERATIVE PROGRAM

The primary need of school administrators now is to evaluate the potentialities of a co-operative program for store and office occupations for their own schools in terms of the tremendous opportunities to improve business education through this medium. Just what will a sound program of co-operative business education do for the school, for the students, for the business community? First, as a medium of correlating the school with the business community, it affords a direct basis for excellent public relations. The pupils have realism brought to their education—realism hard to achieve by any other method of motivation. In a very real sense, training of this character “bridges the gap” between school and business for the pupil trainee. School administrators must be cognizant of the fact that the only way to be sure that co-operative business education will function to the best advantage is to make definite commitments for co-ordination of the program.

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Work experience solely for the sake of work for the pupil trainee in a business establishment is not to be condoned. During the last war, so-called work experience was adopted by many schools throughout the country. The chief difficulty with these programs was that the experiences of the pupils were not co-ordinated with their school experiences. A definite correlation between school work and on-the-job experience is imperative. The idea behind this program is that it should have real value to the pupil and not be just work for work experience in the usual sense of the term.

Definite Advantages to the Trainee

1. Business contact motivates school training
2. Pupils are motivated to remain in school
3. Theory and realism converge for the pupil
4. Work experience stimulates and guides specific vocational choices
5. Assumption of responsibility takes place
6. Pre-induction requirements of business are understood and met by trainees
7. Usually, occupational placement is accomplished for more than one half of the trainees when they are graduated

Real Advantages to the Businessman

1. Business has an opportunity to have a part in the program of education that returns mutual benefit to the pupil trainee and business
2. Potential permanent employees are discovered
3. The businessman furnishes a laboratory for training not possible in the conventional classroom, thereby making a definite contribution to vocational training of the highest order

INITIAL PLANNING OF THE PROGRAM

When starting a co-operative program in business education, due consideration must be given to a variety of factors in order to accomplish the desired goal. School administrators should explore the possibility of Federal or state aid, or both. The state department of education will be able to furnish the necessary information. Many states are staffed with state supervisors of business education and/or a state supervisor of distributive education whose services are available to the local school districts. The experience of these school supervisors with co-operative programs can prove invaluable to the school administrator in planning a new program of this nature for his school.

The Chamber of Commerce and local service clubs made up of business and professional men are excellent sounding boards for predetermining the amount of co-operative effort the businessman will contribute to this sound medium of business training. Most certainly, an advisory committee, consist-

ing of a balanced grouping of employers and employees, should evolve from this group. The co-ordinator for the school handling the co-operative program will be the representative for the school or schools with this committee. Through a close working relationship with a representative group from business, it is possible to establish criteria to be expected from the pupil trainees as to job requirements and, thereby, improved methods of attaining these objectives.

Usually, through parent-teacher organizations, the school administrator can present his plan for this new type of business training to be offered in his school. Where such an organization is not in existence in a given school, the administrator should plan a parents' night with the proper publicity, at which this new program can be adequately explained to the group. The pupils themselves can be reached for this purpose much more easily through an assembly. Once the various interested parties are informed of the planned program, a minimum of difficulty should be encountered in its initiation.

THE CO-OPERATIVE CURRICULUM

Co-operative business education is usually restricted to the senior year of high school. On this basis the pupil trainee has had sufficient vocational preparation in stenography, bookkeeping, merchandising, or general clerical work to start his on-the-job training at a place of business.

COMMUNITY SURVEY

Before the inception of a co-operative program, it is good practice to make a community survey to determine the actual job opportunities and thereby gain first-hand knowledge of the pattern of training that should be offered. A survey of community needs will show the intrinsic value of a co-operative business-training program for all levels of business employment. In communities of one high school, the head of the business education department can be charged with the over-all responsibility of co-ordinating the community survey. In larger communities, if there is more than one high school and no supervisor of business education, a special committee of key persons in business education should make the survey, with one member charged with the responsibility of heading up the committee.

SCHEDULING CO-OPERATIVE PROGRAMS

There are various plans for scheduling co-operative pupils for their occupational experience: *Plan 1*, Two pupils hold one job. One works while the other is in school. *Plan 2*, A pupil works part time on a regular basis, usually after school and on Saturdays. Other plans may be used, but from the author's experience with these programs, each of the foregoing is quite sound. Under

Plan One, the pupils may alternate on a weekly basis or every two weeks, preferably the latter. Where Plan Two is used, it is recommended that, when possible, some release from school time be given in addition to the time allotment indicated. Practically all state plans, as operated under the Federal vocational acts, require a minimum of fifteen hours a week of work experience. If Plan One is used, it is necessary to have multiple class sections. In this way, the pupil at work takes up what the pupil who is in school covered during the in-school period. Under this plan, the senior co-operative pupil attends school a total of one complete semester during his senior year; the balance of his time is spent on the job.

An alternate plan that has much in its favor is to restrict the co-operative work experience to the last semester of the senior year. A very important factor to be noted in this plan is that it should be used only where the school operates on a program of mid-year and June graduation. With this plan of administrative organization, there is a group constantly available for co-operative work experience throughout the year. It would be almost impossible to place a group of co-operative pupils starting in January and running through June each year. The businessman is interested in the continuous availability of pupils throughout the year, not just at the convenience of the school.

AREAS OF WORK EXPERIENCE

The pupils being prepared in the co-operative office occupations program perform a variety of types of office work. These include: keeping books, taking dictation, casing mail, opening mail, sorting and filing, answering the telephone, working as a messenger, doing general office work, preparing mail for posting, receiving money, issuing policies, preparing invoices, wrapping packages, working in stock rooms, helping with payrolls, sending telegrams, and acting as receptionist.

Among the office machines and equipment they use are: adding machines, addressographs, bookkeeping machines, billing machines, cash registers, transcribing machines, shaving machines, duplicating machines of various kinds, switchboards, posting machines, photostat devices, graphotypes, multigraphs, mailing machines, and typewriters.

Under the co-operative program supervised by the writer and referred to in the opening paragraphs, the participating pupils were employed in one hundred and twenty-five different places of business in a city of 150,000 population. The total enrollment of co-operative pupils in office occupations was 257 during the 1947-1948 school year. This group earned \$82,955.91, or an average of \$322.78 per person. They were employed on an alternate two-week plan during their entire last year in high school. No attempt was made to

control wages. A pupil trainee was paid the prevailing wage for initial employment in the particular place of business in which he was employed. The pupils in distributive occupations in the community were employed, for the most part, in retail selling, which is usually the case throughout the country. Their earnings were commensurate with those engaged in the office occupations. The distributive program was offered in two high schools and had 68 co-operative pupils employed in stores.

CO-ORDINATOR'S FOLLOW-UP

What has been previously said concerning the co-ordinator and his place in the responsibility for the entire program should be properly recognized by all school administrators who plan to provide this very important type of training. The administrator will usually find a competent co-ordinator from within his business education staff; however, this position is so important in formulating a program of this kind that the administrator should not be averse to employing a special person with the necessary qualifications for this position. Without proper co-ordination, this type of education cannot succeed. Definite plans and the proper follow-up are mandatory. The administrator will be interested in being sure not only that the co-ordinator has made the initial contact for placement of pupils, but also that there is adequate follow-up on the part of the co-ordinator in order to bring back to the school many of the recommendations for better training which result from placing the pupil in a real job situation. A good co-ordinator is one who has the ability to work well with people generally, not just with the student groups in school, and one who has a sound understanding of what is involved in the business situation in which he is attempting to place the pupils under a program of this type. Proper understanding on the part of the co-ordinator of the place which he holds in this entire scheme of education for business will result in opportunities for curriculum adjustment for the pupils who are actually in a work-experience situation. Another outgrowth of this type of training program may mean that it will be necessary for the school administrator to give adequate consideration to provisions for equipment not heretofore thought particularly necessary for business education training in a given school or community.

If the co-operative program is set up so that the requirements of the state plan are to be met for reimbursement from Federal funds, it will be necessary for the administrator to give careful consideration to the requirements of the state plan. In this manner the administrator is sure that the requirement of occupational experience of the instructor has been met, as well as such other requirements as specific training. It is recommended that, when

this type of training is given in a school or community, the co-ordinator have occupational experience. In so far as possible, it is also to be recommended that instructors have had occupational experience or that they make it a point to acquire such experience during summer vacations in succeeding years.

Another valuable feature of the co-operative work experience is the timing of remedial instruction when it has real meaning to the pupil.

It may well be that, when this program starts in the fall of the school year, it is not possible for the co-ordinator to place all pupils in paid jobs in the community. In such cases, it is perfectly satisfactory and very desirable for the pupils to be placed in various offices within the school. Inasmuch however, as it is not the purpose of the plan to have pupil workers solely within the school, this should be a temporary measure only. As soon as regular jobs within the community become available, these pupils should be placed in them for the real benefit which will accrue to each pupil as well as to the businessman under such a plan. This is not to say that valuable experience cannot be gained in school offices; however, the primary purpose of this plan is to place these pupils in employment within the community. That being the case, every effort should be made to follow this plan and place pupils in business situations outside the school.

Through constant contact with places of business the co-ordinator is in a unique position to analyze specific jobs and their requirements, thereby permitting a much more functional type of business education program to be developed in the school. Since the co-ordinator of a co-operative program is trained in the field of business education, he is frequently in a better position to make such analysis than a businessman.

REALISM IN BUSINESS EDUCATION

Being realists, let us think of training for initial employment in a business occupation. As an example, some of our better pupils will actually go into stenographic or secretarial positions. Many others, in fact most of them, will start in as initial clerical workers. This is not intended as a condemnation of the type of training which we are giving, but let us remember where these pupils actually enter employment and the type of work they actually perform. Only by co-operative business education is it possible to have a better perspective of what is actually in the field—not what we think is there. It is often said that we train people for bookkeeping positions, and then they do not find bookkeeping in the place of business done according to classroom instructions. This in itself is no reason to condemn bookkeeping as we teach it in the secondary school; however, it does mean that the proper evaluation of preparation for this particular field should bring out the fact that, in many

cases, young people going to work will do so in some phase of bookkeeping and not as a general bookkeeper. The so-called "cream of the crop" may or may not eventually end up in full-time bookkeeping positions. This is generally understood. Using as example in the field of merchandising or distributive occupation, we give training usually in the general field of retail selling where the pupil trainee expects to find future employment. Really significant training of a specific nature may be given to this individual under the co-operative plan, whereas under the nonco-operative plan his training would be an entirely general approach to this major area of business education. From the foregoing, it is to be presumed that we should think more in terms of the specific and less in terms of the general. This can be done best through co-operative education.

CO-OPERATIVE BUSINESS EDUCATION TRAINING FUNCTION

A co-operative program in the high school, to repeat, will bridge the gap between school and initial employment. It permits the young trainee to make a social as well as a business adjustment of the highest order. Before his education is completed, the young pupil gains a first-hand opportunity to appreciate how business operates. It is obvious that, in such a program, motivation really comes from the pupil himself, inasmuch as he then understands in a concrete way the tangible values which will accrue to a job well done in the school as well as in business. For almost a quarter of a century much has been said about the advantages of co-operative education. The number of schools that have established co-operative education programs, however, has been pitifully small. This has been attributed to the lethargy of those responsible for such undertakings. It might be said that much of this lethargy devolves upon those responsible for this type of training; namely, the business educators. It is recommended that full consideration be given to activating this type of program in the secondary schools now. The administrator is in a key position to lend impetus to a real improvement of business education training, and every opportunity should be taken on his part to explore the possibilities for a co-ordinated work-experience program in his school and in his community.

CHAPTER XIV

The Business Education Department Conducts an Appropriate Evening Adult Program

MARIAN V. MALLOY

A DULTS enrolled in evening classes in business education may be classified under one of the four categories listed below. Whether or not these needs are to be met depends upon the curriculum and instruction offered.

1. Those who wish to change their field of employment. These are adults who are not now employed in a business occupation. They represent a cross section of the occupations and their goal is to acquire some skill necessary to enter into the business field.
2. Those who wish to improve a specific skill which they already possess.
3. Those who need to acquire an additional skill in order to retain or to advance in their present position.
4. Those who desire to learn a related business subject—the salesman who enrolls for a class in business speaking.

Five of the adult evening schools in Oakland present offerings in the field of business education. In order to provide for the demand for training, four of these schools include programs in the basic skills of typing and shorthand plus instruction in the elementary principles of bookkeeping. These basic programs aid in providing an adequate program by spreading the training throughout the community. However, the curriculum of the fifth school, the adult evening program at Merritt Business School, provides the practical specialization which has been found desirable in providing an appropriate evening program of business education for the adults of Oakland.

CHARACTERISTICS OF THE MERRITT BUSINESS SCHOOL'S EVENING PROGRAM

Flexibility and specialization are two words which best characterize the program of adult classes at Merritt Business School. Although the school year is divided into terms of approximately eleven weeks in length, classes are so organized that students may enroll at any time. The only exception to this is

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in beginning shorthand theory and short-unit courses which run for only five weeks. The war years increased the training demands so much that an eight weeks' summer term of evening classes was added to the program and has now become a regular part of the year's offerings.

It was found that many adult students did not have sufficient time to go home after work for an evening meal and then arrive at school in time for classes starting at 7:15 P.M. Those students preferred to eat downtown near their work or near the school and then utilize their time in class work. Single-hour classes in fields, such as typing, filing, vocabulary building, machine calculation, were added to the program, starting at 6:15 P.M. to meet the needs of those adults.

Classes are not restricted to the school premises nor are they limited to evening hours. They are currently being given during the morning hours in downtown stores and at a large government installation as a part of on-the-job training. They are also being offered in the same places after work hours.

Classes are organized on either a one or two evenings a week basis, depending upon the amount and type of material to be covered. They are organized and started at any time as the need arises. Specialization is the other word which characterizes this program. It will be stressed in discussing the next and most important phase—the curriculum.

THE CURRICULUM OF MERRITT BUSINESS SCHOOL'S EVENING PROGRAM

How does specialization help to make Merritt Business School's program an adequate one? First, it means that the great bulk of the adult evening program is housed in one plant. Adequate equipment can be provided for instruction on specialized office machines, and instruction may be presented at different levels. This means that the students at those levels can receive concentrated instruction. Standards are set up for each level of instruction, and the flexibility of the program insures that students will be promoted as soon as those standards are met.

Some examples from the curriculum will serve to illustrate the preceding point. Accounting courses are organized to offer training in single proprietorship, partnership, and corporation accounting principles with opportunities for specialization in the following phases: constructive accounting, public accounting, social security accounting, income tax accounting, and cost accounting.

This same organization is possible in typewriting, with separate classes in beginning, intermediate, advanced, and employment. Dictating machines, electric typewriters, and the teletype are included as a part of the advanced and employment typing. The accounting machines are grouped with the

Rotary calculators and complete courses of training are available on the latest type of equipment including the Elliott Fisher, Burroughs, Sundstrand, National Cash Register, and key punch. Semiautomatic and full automatic calculators include the Friden, Marchant, and Monroe.

Shorthand theory is divided into two levels: beginning and advanced, each of which takes one eleven-week term to complete. The dictation is presented at speeds from 60 to 80 words per minute and from 80 words up. The first dictation class includes review of theory as well as dictation and transcription. The different levels of shorthand dictation depend upon the demand which, in turn, depends upon the employment requirements. At times, the dictation has been divided into levels from 60 to 80 words per minute, 80 to 100, and 100 up, with special classes for those interested in medical and legal vocabularies.

Operation of key-driven calculators is another field where the instructional levels have been adjusted so that maximum skill may be attained by the students. As in other fields, those levels depend upon employment requirements, but, with a battery of one hundred machines, including late model electric duplex calculators, the instruction has been geared to meet the needs of beginning students as well as to provide in-service training for operators already on the job. As in other courses, the basic texts are supplemented by up-to-date material gathered from employing firms in the area.

The courses briefly described above are basic to any good adult business education program; however, strides have been made in establishing additional programs to meet the needs of the community. These have been developed through the assistance of co-operating agencies.

A Civil Service class which provides information and practice in preparing for civil service examinations for Federal, state, county, and city civil service examinations for stenographers, typists, clerical workers, postal, and law enforcement positions has had excellent co-operation from the local representatives of those agencies.

Key people and key groups in the community, actively participating in the evening business program for adults, have made possible such classes as: a two-year diploma course in Traffic Management which has been maintained over a period of years through the active co-operation of the Oakland Traffic Club and the Oakland Public Schools. The Traffic Club, through its educational committee, has recommended instructors and planned a practical program in Rates and Classifications and Transportation Law for shipment of goods by land, sea, and air.

Representatives of the Oakland Traffic Club and its official news organ have assisted in publicizing the classes throughout the area. The culmina-

tion is reached when diplomas are granted to second-year students at a meeting where representatives of the schools and the Oakland Traffic Club share in their presentation.

The Retail Credit Seminar, presented for the past two years, provides an excellent example of what can be achieved through the active co-operation and participation of business people working with the schools. An advisory committee composed of representatives of the Retail Credit Organization and representatives of the adult evening business program planned and presented exceptionally fine seminars for in-service training of retail credit employees. Outstanding speakers were brought in to lead the meetings which were presented in a series of six lecture and discussion groups. Topics covered were: the credit application, the credit bureau, controlling account, collections, rehabilitating the delinquent debtor—the collection agency and legal aspects,—and credit correspondence.

The Retail Credit representatives and the schools are currently planning a year's instructional program based on the seminar's topics. Over one hundred members of local credit concerns participated in each of the programs. It is through such organizations that long-term training in business education can be established for the adult evening program.

What is being done to meet the demand for employees who have a knowledge of the fundamentals? Refresher courses in arithmetic, English, grammar, and vocabulary building are available and have proved to be very popular over a long period of years.

Some of the classes described above may be classified under the heading of distributive education. A co-ordinator for this program is constantly working with advisory groups in the distributive field to establish such programs as the Merritt Business School has offered during the current year in Building and Loan Procedures, General Insurance, Real Estate Law, and Income Tax Law. The retail field has an unusual instructional set-up for its program through the use of a model store, established by the Sears Foundation. It is available for classes in salesmanship, window and departmental display, drapery installation, and paint and major appliance selling.

The program at Merritt Business School is constantly expanding in the distributive field and in the field of human relations. It is in the latter field that much stress is needed since we now accept as a fact the statement that the majority of people do not fail on a job because of a lack of skill but because of some factor in the field of human relationships. An opportunity to learn something about applied psychology and personal improvement is a part of the adult evening business program at Merritt. In both of these fields actual case studies and audio-visual aids, including the use of a wire-recorder,

help students to find out what "makes them tick" and how to improve their personal qualities.

THE STAFF, GUIDANCE, AND PLACEMENT

In a highly specialized adult school, one should expect to find an instructional staff skilled in subject-matter presentation and possessed of a practical background of business experience. Such is the staff at the Merritt Evening Business School. Visits to local business firms where office machine installations and methods are observed, discussions with office managers, helpful suggestions from equipment distributors, and up-to-date knowledge of employer demands are all factors in the evolution of a practical instruction program. Approximately fifty per cent of the faculty is drawn from the ranks of day-school vocational business instructors, while the other members of the staff are top-ranking practitioners in their fields.

The adults enrolled in evening classes in business education, as classified earlier in this discussion, usually have a definite purpose in mind when they arrive at the school to enroll. Counselors are available to assist them in planning a program but, in the majority of cases, the program planning is a question of determining the proper level of instruction.

Adults who wish to change their field of employment desire and need vocational guidance. Although counselors are available, no testing program has been possible, largely because of budgetary limitations. However, recently a vocational testing class, which is proving most successful, has been inaugurated. Patterned along the lines of the counseling services available to veterans, a class was set up with a skilled vocational guidance counselor as instructor. Group tests of interest, aptitude, and ability, as well as individual tests, are given. After group discussions of the purpose and significance of the tests, individual conferences, one hour in length, are scheduled for each member of the class. At that time, student and counselor work out a practical plan.

The goal of any vocational program is placement in the occupation for which training has been taken. The Merritt Evening Business School has the services of the day-school placement officer, and current job openings are made known by bulletin notices and listings on the placement office bulletin board.

SUMMARY

An effective adult program has the support of the community agencies which it serves. The administration of the school supports the program by providing the necessary equipment and other facilities. Enrollments of adults continue to expand when the school meets the real needs of its students. The program is geared to those who wish to secure employment as well as to those who wish to advance in their present work or prepare for new jobs.

CHAPTER XV

Business Teachers Are Interested and Actively Participating in Research Programs

PAUL S. LOMAX

THERE are many indications that business teachers are becoming increasingly interested in and actively participating in research programs. We desire to mention four such instances. One of these is the *Business Education Index*, which has been issued annually since 1940 to provide educators with a bibliography of all business education literature produced each year. Since 1943 the *Index* has included a list of research articles and reports. In that year the number of such items was 26; in 1944, 51; in 1945, 43; in 1946, 78; in 1947 and 1948, 124 each. Even if we make due allowance for the effect of the war years on research production, it seems fair to conclude from these data that business teachers have shown a marked increase of participation in research work.

A second source of evidence is to be found in the National Association of Business Teacher Training Institutions which annually publishes a list of research studies that have been completed in a given year and of those that are still in process. The number of items in this list in 1946 was 170; in 1947, 206; and in 1948, 246. The number in this source is larger than in the *Index* for comparable years since in the latter source only completed research studies are given.

A third source of evidence is the growth of Delta Pi Epsilon, an honorary graduate fraternity for men and women in business education that was incorporated in New York State in 1937. This national fraternity now has eighteen chapters in institutions that have graduate programs of business teacher education. The approximately 1500 business teachers in these chapters have dedicated themselves to the necessity of *searching* and *researching* for knowledge as an essential requirement for leadership in business education.

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A fourth source of evidence is in the membership and program of the Research Foundation of the United Business Education Association that was organized in 1948. The present membership numbers more than 400. The United Business Education Association, a department of the National Education Association, has set up in each state and territory of this country, a research committee to work with the UBEA Research Foundation. The membership of this Division in the spring of 1948 ranked the following four research problems as most important to study: (1) How well are the National Business Entrance Tests (sponsored by the UBEA and the National Office Management Association) serving as adequate measures of competency of beginners in certain office occupations? (2) How well are the UBEA Student's Typewriting Tests serving as an adequate measure of school typewriting achievement? (3) What educational values have work-experience programs in stores and offices? and (4) What economic understandings do students acquire in their business courses? In addition to these four problems, one or more members mentioned the following research studies which are classified into seven major groups:

1. *Aims, Learning Outcomes, and Standards of Achievement*
 - Study of prevailing philosophies of business education¹
 - Study of merchandising standards in schools and business
 - Study of office practice standards in schools and business
2. *Student Guidance*
 - Study of characteristics of students enrolled in business subjects
 - Study of guidance programs and practices in business education
3. *Curriculum and Extracurriculum*
 - Study of syllabi or courses of study in business education
 - Study of textbook needs in business education
 - Study of contributions of business education to general education
 - Study of co-ordination programs of business education and business
 - Study of terminal business education in post-secondary institutions
 - Study of business curricula in secondary and collegiate schools
 - Study of best lengths of time needed for students to acquire vocational competency in various business techniques
 - Study of extracurricular activities in business education
4. *Classroom Instruction and Management*
 - Study of teaching problems in various business subjects

¹ Enterline, H. G., *Trends of Thought in Business Education: Some Generalizations*. (Monograph 72) Cincinnati, Ohio: South-Western Publishing Co. 1949. This is an extensive study of the ideas of 373 business educators.

- Study of student-learning growth in the different business subjects
- Study of classroom management problems and practices in business education
- 5. *Organization, Administration, and Supervision*
 - Study of administrative and supervisory problems and practices in business education
- 6. *Measurement and Evaluation*
 - Study of measurement needs and problems in business education
 - Study of evaluative criteria in business education
 - Study of available tests in business education
 - Compilation of a research bibliography in business education
- 7. *Business Teacher Education*
 - Study of five-year business teacher education programs
 - Study of business teacher education at the doctoral level
 - Study of work-experience problems and programs in business teacher education
 - Study of summer activities of business teachers that contribute to their professional improvement
 - Study of business teacher certification problems and practices
 - Study of workshop and laboratory courses in business teacher education
 - Study of needed reorganization of commerce materials for business teacher education
 - Study of business attitudes of various secondary-school teacher groups

PLACE OF RESEARCH THINKING IN SCHOOL WORK

John Robert Gregg (1867-1948), inventor of the Gregg Shorthand System, was one of this country's greatest teachers of shorthand as well as a very successful businessman. He, early in his remarkable career, developed a success formula that to him was "a key to the solving of all the problems about business, of all the problems about teaching, and of all individual problems." He told a group of us about this formula at a wartime meeting of Federal government office supervisors in Washington, D. C., in February, 1943. It is interesting to notice the place of research thinking in his work formula.

He said that it was in 1910 that he read about Arthur Brisbane's success formula compressed into three words: *organize, deputize, and supervise*. This editorial writer was reputed to have been the highest paid newspaper man of his time. "Being young and enthusiastic," continued Gregg, "and not having had much experience, I adopted that formula and found it worked very well. However, I also found that it was not completely satisfactory be-

cause, if I was going to organize a new department, a new magazine, or contemplated a new publication, it was necessary to get all the facts before me and consider all the conditions surrounding that particular objective. Therefore, I had to do a good deal of research work." The result was that Gregg changed the three-word success formula into a four-word one: "*analyze* (get all your facts together); *organize* (organize for all the work); *deputize* (deputize the work to others); *supervise* (look after the department or whatever it might be which couldn't run by itself without supervision)." However, as important as it was to get all the facts together as a research step in undertaking a constructive program of thinking and action, Gregg found that there remained a fifth very important factor, so he changed the four-word formula into a five-word formula. "Back of the best plan," reasoned this great inventor, inspiring shorthand teacher, and successful businessman, "there must be *personality*. There must be drive. There must be enthusiasm to carry through successfully. And so I added the word *energize*. I then had my complete formula: analyze, organize, deputize, supervise, and energize."

The use of this formula in the successful handling of school problems seems obvious. In the classroom, for example, the good business teacher analyzes and interprets the facts about his pupils and subjects of instruction. He organizes his instruction in terms of these facts. He deputizes the job of learning responsibility to his pupils. He supervises, as a co-learner and counselor, the learning achievement and growth of his pupils. And finally, he energizes and inspires his pupils to a realization of their best selves in worthy service to mankind.

This experience of John Robert Gregg helps one to appreciate and understand the place of research work in a total program of educational thinking and action. Such work does not constitute the beginning and ending of all worth-while educational endeavor. It is merely a vital element in the total process.

BOTH RESEARCH PRODUCERS AND CONSUMERS ARE NEEDED

We need to prepare both research producers and research consumers in business education if we are to have adequate research programs in our school systems and institutions. While relatively few business teachers can become significant research producers, *all* business teachers should seek to be competent research consumers.

The writer for many years has conducted a graduate course for business teachers dealing with the evaluation of current literature in business education—both empirical and research. One main purpose of this course has been to evaluate, from the standpoint of practical school use, the contri-

butions of research producers. To accomplish this purpose in an appraisal of a given research study, the first step has been to test the soundness of the research conclusions by tracing the process that the author followed in building inductively his generalizations. Then the next step has been to test deductively the soundness of the generalizations by applying them to the practical working conditions of the business teacher evaluator to see how well or how poorly the conclusions would fulfill the values that were claimed.

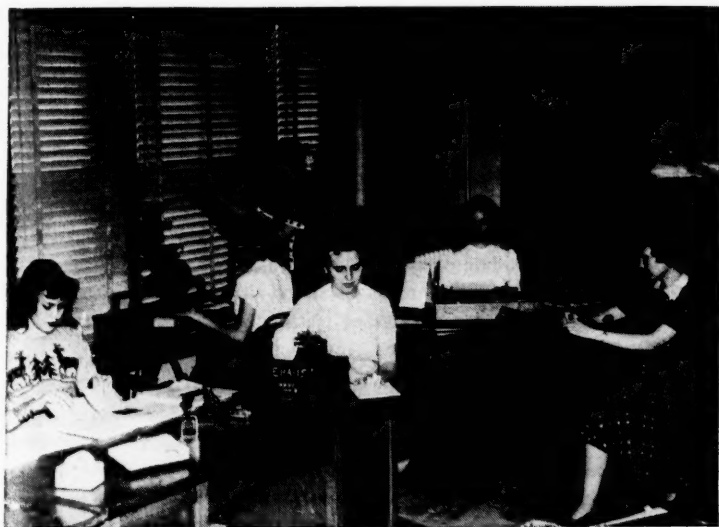
Such a teacher-research consumer obviously needs to be thoroughly conversant with both research methodology and the subject matter of the given research investigation. He needs to understand that the complete process of scientific thinking is an inductive-deductive thinking process. The emphasis of the research producer is likely to be on the *inductive phase*; the emphasis of the research consumer should be on the *deductive phase*, granting that both kinds of research workers should observe the total scientific thinking process. While it is highly essential that we have, let us say at the doctoral level of graduate study, most efficient business teacher research producers, it is equally essential to the practical advancement of programs in business education that we strive to have all business teachers become competent research consumers. To use the language of Glenn Frank: "The investigator advances knowledge. The interpreter advances progress. History affords abundant evidence that civilization has advanced in direct ratio to the efficiency with which the thought of the thinkers has been translated into the language of the workers. . . . A dozen fields of thought are today congested with knowledge that the physical and social sciences have unearthed, and the whole tone and temper of American life can be lifted by putting this knowledge into general circulation. But where are the interpreters with the training and the willingness to think their way through this knowledge and translate it into the language of the street?"

The remarkable career of John Robert Gregg in his long shorthand teaching experience of 52 years again serves as a striking illustration of a person who was both a research producer and a research consumer. To him it was not enough to create inductively his famous shorthand system which he first published at the age of 21. He, as a teacher, proceeded deductively to test the soundness and adequacy of his system both in the school-learning success and the occupational-use success of his pupils. He did this by establishing his own school in Liverpool, England, at the time that he first published his system in 1888. Then, five years later when he came to Boston, Massachusetts, to protect his copyrights in this country, he again set up his own school to prove and improve the practical worth of his shorthand system. Finally when

he moved on to Chicago in 1895, he, for a third time, founded a school—the outstanding Gregg College in which thousands of successful shorthand teachers, stenographers, and court reporters have been prepared. Thus we witness that to Gregg the research cycle was not complete until he, by most arduous efforts, had tested the soundness of his shorthand system by both the inductive and deductive thinking processes, significantly aided, of course, by scores of shorthand teacher research consumers as the system passed through several revised editions.

SUMMARY

To summarize, we have endeavored (1) to give evidence of increasing interest and participation of business teachers in research programs, (2) to point out the significant place of research thinking and action in the development of business educational programs, and (3) to stress the need to prepare some business teachers to be efficient research producers and *all* business teachers to be competent research consumers if practical improvement of programs in business education is to be most fruitfully accomplished.



The modern office includes a variety of activities. The teacher of business subjects must be a competent consumer of research to direct the preparation of boys and girls for these offices.

CHAPTER XVI

How Should Business Teacher Education Institutions Co-operate with Public Schools?

ALBERT C. FRIES

BASIC RESPONSIBILITIES

THE *primary* responsibility of the business education program in teacher education institutions is to prepare adequately the teachers of business subjects for the schools. Such an objective means that business teachers should have a background of preparation in four essential areas: (1) a broad general education, (2) basic economic understandings and training in the business subject-matter areas, (3) professional education for teaching, and (4) occupational experience and proficiency. These requisites are the basic responsibility of training institutions in the preservice preparation of business teachers. They must be constantly checked, questioned, and evaluated if they are to be improved.

A *second* responsibility of business teacher education institutions is to serve its graduates in the field. This may be thought of in two aspects:

1. An in-service program for the continued professional growth and effectiveness of the business teacher, including such activities as:
 - a. Graduate study programs leading to advanced degrees
 - b. Workshops, clinics, short courses, and the like
 - c. Publication of research studies, teaching aids, *etc.*
 - d. Stimulation of professional growth opportunities
2. The means for evaluation of the business teacher education program in regard to such factors as:
 - a. The recruitment and selection of its candidates
 - b. The business education curricula in the training institution
 - c. The certification requirements of the particular state
 - d. The placement of its graduates in teaching positions

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In fulfilling this responsibility, teacher education institutions constantly find ways to do a better job of preparing business teachers.

A *third* responsibility is to *co-operate with the public schools* to help its product (the business teacher) improve the preparation of our youth for their business experiences as producers and/or consumers. This chapter will be concerned in the main with this third responsibility. At least two principles stand out as basic requisites to this end.

1. The teacher education institution should do more than merely prepare teachers for the business education programs *as they exist today* in the public schools. Rather, they must be concerned with the preparation of future business teachers who can and will constantly strive to improve today's business education program for the children of tomorrow's world. In the complex and dynamic society in which we live, we must have business teachers able to comprehend and interpret our ever-changing business and social conditions. Such training demands an in-service as well as a preservice obligation.
2. The teacher education institutions should strive to effect administrative and supervisory principles for business education programs in the schools that are generally acceptable. Only in this way can the total program of business training be effectively supervised and serviced. The school administrator certainly has the right to expect such co-operation.

Such improvement cannot be accomplished solely by the business educators in the colleges and in the public schools. It is possible only with the co-operation of the school administrators—the principal, the superintendent, the school board—the *key figures* in the determination and implementation of the total school program. If school administrators expect assistance and service from those who prepare their teachers—and they should—, they must be active co-operators themselves.

AN OPPORTUNITY TO EVALUATE TEACHER EDUCATION PROGRAMS

"What is evaluation in education? It is the process of judging the effectiveness of educational experience. It seeks to answer the questions: 'What progress am I making?' and 'What success is our educational program having?' Teachers, administrators, and students are daily making value judgments about the effectiveness of their procedures in the attainment of their goals. Thus evaluation, whether recognized as such or not, goes on continuously in all education."¹

In considering how business teacher education institutions should co-oper-

¹ *Evaluation in Teacher Education*, Washington, D. C.: American Council on Education, 1944.

ate with public schools, we recognize the fundamental need for evaluation. To accomplish this there must be a close friendship between the preservice preparation of teachers and the in-service activities of the preparing institutions. In fact, the evaluation of the preservice level depends upon a study of the product in the field. These statements, of course, pertain to all teacher education areas and are not peculiarly applicable to teacher education alone.

Co-operation then has a two-fold objective: School administrators should actively seek and welcome the help of the teacher education institutions in the improvement of the business education program in their schools, and business teacher trainers should actively seek to co-operate and help public school administrators if they are to give their full measure of service to the schools. It is, therefore, evident that this must truly be an imperative partnership.

SOME PRACTICAL AND POSITIVE SERVICES

Just as the consumer has a right to expect certain services from the business firm from which he has purchased a product, so does the public school have a right—and every reason—to expect services from those institutions which train their teachers. What are some of the services which the principal has a right to expect? What are some of the services which the business teachers in the schools have a right to expect? What are some of the services which the teacher-education institutions offer to the schools?

A number of positive ways in which business teacher education institutions are co-operating with the public school is indicated below. These are examples of services being given by progressive institutions today. They may be had in most cases for the asking. In any event, school administrators should know something about them and, with their business teachers, take advantage of them. Again it should be emphasized that the colleges, by maintaining these activities, afford themselves invaluable opportunities to evaluate their own programs.

1. Serve the high schools whenever called upon to assist in the development of local curriculum studies and as consultants in the total state program. This service is not used as frequently as it should be for two reasons: (a) many schools do not ask for it and (b) some of the training institutions do not have the funds to give extensive service of this type.

2. Sponsor educational activities for pupils enrolled in the business education program in the public schools. The development of student business clubs and student conferences related to business practices has grown in recent years. Teacher education institutions encourage and assist in the organization of Future Business Leaders of America Clubs, Distributors Clubs, Future Retailers, Commerce Clubs, and others. They co-operate in sponsoring

business students' conferences, many of which have proved very successful. In addition, such educational activities as the organization of testing centers for giving the United-NOMA Business Entrance Tests are ways in which this kind of service is given the schools.

These club and conference activities make definite contributions to individual pupil development. Moreover, they promote greater interest in the field of business, closer co-operation between the community and the school, and a better understanding between youth and adults as to their responsibilities to each other and to the life of the community. There is also considerable vocational guidance value inherent in these educational activities.

3. Encourage business teachers to participate actively in those professional organizations and associations that are working to improve business education in particular and education in general. The effectiveness of the classroom teacher is reflected by his attitude and participation in professional groups. Leaders in the teacher education institutions have contributed much to the unification efforts in business education professional groups, the result of which is an increased interest on the part of business teachers. This is a vital service to the public schools that cannot be easily measured, but which most surely promotes better business education. School administrators, too, can and should encourage their teachers to grow professionally through membership and active participation in their special professional associations.

4. Hold workshops, clinics, institutes, and conferences on the college campus on problems of interest to the business teachers in the area served. That these activities are a real service to the schools is evidenced by the number of institutions that have conducted them with success in various parts of the country. The success of these groups is due to the pooling of information and the exchange of ideas of many people. In general, the main activities in this service area have been the development of course outlines and instructional materials, the consideration of research, teacher education improvement, and specific training program for business workers.

5. Work closely with the state departments of education and especially with the state and city supervisor of business education, looking toward the improvement of the total program. The fact that most of our states, and many of our larger cities, now have supervisors of business education means that administrators can also expect greater service from the state level. In this area the teacher education institutions have given valuable service to the problems of higher standards for the certification of business teachers.

6. Publish abstracts of the research studies completed in the educational institutions and make them available to teachers in the field. All too often

valuable research accumulates on the shelves of libraries in our colleges and universities and does not get into the hands of the classroom teachers. Teacher education institutions are not giving the kind of service they should.

7. Encourage their graduates to report their own research efforts whether it be empirical or scientific study. Faculty members from the training institutions frequently learn of successful teaching techniques developed by teachers as they visit the schools. They should use every effort to pass on such information to other teachers. Many institutions do so through publications sent to the teachers in their area.

8. Encourage local business education departments to evaluate their programs by conducting community surveys and follow-up studies. Such evaluation is both necessary and of great assistance to the local school board, the school administrator, and the business department. It must be a part of the organization and administration of the total program of business education on all levels (secondary, junior college, adult) in order to meet the objectives of basic business education and vocational business education in the schools. Colleges and universities should offer to assist in such studies.

9. Prepare prospective business teachers, and assist those now in service, to understand the significance of co-operative education and work experience in training business workers for both office and distributive occupations. This means that teacher education institutions should (a) require co-operative work experience as a phase of the undergraduate preparation of prospective business teachers and (b) offer opportunities on the graduate or in-service level for teachers now on the job to secure such experience periodically.

An increasing number of teacher education institutions have now included co-operative work experience requirements in their undergraduate programs, or are contemplating doing so in the near future. A number of colleges and universities also offer opportunities to experienced teachers to secure work experience in their area on the graduate level.

10. Prepare teachers of business subjects who maintain a close relationship with the business life of the community and who use effectively the business community as a laboratory. The organization of advisory committees—composed of representatives of the school, employers, employees, and others—enables the school to work out better training programs that meet the needs of the local employment community. At the same time, it gives businessmen a knowledge of the problems of the school.

Teachers colleges and universities can help establish and foster close contact with various trade and business associations who can and will co-oper-

ate in the improvement of business education in the schools. Examples of such business groups include: The National Office Management Association, National Retail Dry Goods Association, Kiwanis, Rotary, *etc.*

11. Prepare and make available a variety of materials to help teachers of business subjects in their classroom and extracurricular business activities; for example, lists of visual and auditory aids, supplementary teaching aids, vocational and occupational guidance materials, book reviews, bibliographies, courses of study in all subjects. There is scarcely any limit to the extent that the preparing institutions may be of service in this area.

12. Maintain a placement bureau to offer a service to help the public schools secure the most desirable candidates for the particular positions available. It is probably true that most schools take advantage of this service of the colleges and universities in their area. Placement services and follow-up action afford the preparing institution an excellent source of school reaction and data for use in evaluating their product.

13. Help in becoming better acquainted with newer and better ways of developing functional programs of business education for youth and adults; to illustrate, the wartime training programs of the armed forces and of business and government agencies served to show educators that better use of the factors that make for effective learning is possible. These agencies emphasized actual work experience of teachers, visual and auditory teaching aids, clinics for remedial instruction, and careful lesson and course planning to shorten the time required for learners to become proficient in their selected fields.

If a particular public school is planning a new building or the purchase of new equipment, an opportunity is furnished the teacher education institution to be of service with the latest and the best information available. Again, the educational institutions must serve the public schools by seeing to it—through publications and visitations and conferences—that the better practices become known to the administrators and teachers in the schools.

CONCLUSION

To the extent that the teacher education institutions meet their basic responsibilities in the preparation of teachers of business subjects are they serving the schools and youth effectively. And to the extent that they keep school administrators informed of the practical services they offer to the school are they fulfilling their obligations. To this degree will these colleges and universities be able to evaluate the programs they have set up to train business teachers.

Also important is the extent to which school administrators seek and welcome these services from the preparing institutions. The joint efforts of these institutions and school will make for better business education programs.

CHAPTER XVII

How Should the Business Education Service of the U. S. Office of Education Co-operate and Assist in All Phases of Business Education?

A. L. WALKER

IN order to establish more perfectly an understanding and a basis for discussing the functions, responsibilities, and appropriate services of the Business Education Service, we should first consider the origins of that Service. It is axiomatic that the general welfare of the nation and the growth and development of our democracy are very largely dependent upon the quality and kind of our educational facilities. In the writings of Jefferson, Washington, and other founding fathers, the necessity for an enlightened electorate is frequently emphasized.

ORIGINS

By act of Congress the Bureau of Education was created in 1867 and directed to perform these three principal services:

1. Collect statistics and other forms of information on schools, colleges, libraries, programs of instruction, and educational administrative procedures;
2. Make and report studies on educational problems needed by the states in the organization and management of efficient schools and school systems; and
3. Otherwise promote the cause of education throughout the country.¹

It was fully fifty years before the importance of the field of business education was recognized. In 1917 the position of Specialist in Commercial Education was created. The position was changed in 1926 to Senior Specialist in Commercial Education. During the period 1917 to 1933 the Federal Board for Vocational Education was responsible for the vocational phases of business education.

On March 9, 1935, Commissioner Stuebaker issued a memorandum to the assistant commissioners directing that matters relating to commercial education be referred to the chief of the Commercial Education Service in the

¹ Wright, J. C., "Services of the U. S. Office of Education Available to Business Education," *Fourth Annual Delta Pi Epsilon Lecture*, 1945.

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United States Office of Education. In 1938, by order of the Commissioner of Education, the service heretofore known as Commercial Education Service was designated as Business Education Service. This change in name was made as a result of the enlarged activities of the Service in administering the program also stated that "Business Education is an inclusive title" including such courses as "secretarial science, accounting, business law, business management, general business, consumer business education, . . . retailing, merchandising, salesmanship, and other distributive subjects."²

The present organization and administration of the Business Education Service under the direction of B. Frank Kyker continues to emphasize the necessity for a thoroughly integrated composite program of business education comprising all phases of business education regardless of the particular administrative level or functional approach.

PURPOSES OF THE BUSINESS EDUCATION SERVICE

Beginning with the Smith-Hughes Act in 1917 and continuing through several subsequent vocational education acts, including the George-Deen and George-Barden Acts, there has been a uniform pattern of emphasis for the promotion of vocational education in the states and communities. "The Smith-Hughes Act provides that the Office of Education shall make or cause to have made studies, investigations, and reports with particular reference to their use in aiding the states in establishing vocational schools and classes, giving instruction in commerce and commercial pursuits."³

One can see, therefore, from the language of the basic vocational acts and the memoranda of the Commissioner referred to above that the Business Education Service ostensibly purports to serve the total field of business education. As a matter of fact, one is impressed by the absence of adequate resources for constructive leadership in all phases of business education with the possible exception of distributive occupations. This condition reveals the contrast between office occupational training on the one hand and the selling occupations on the other. This is due, in large measure, to the inequitable Federal assistance in the form of grants and subsidies available for all phases of the business education program. The Federal grants authorized by the George-Deen and George-Barden Acts for distributive occupations serve only to overemphasize the relative importance of that program. The effect is a distorted picture

² *Ibid.*

³ "Administration of Vocational Education," *Vocational Education Bulletin No. 1, Revised*, Washington, D. C.: U. S. Government Printing Office, 1949.

of the occupational importance of different phases of business education in the minds of school administrators and the lay public. The administration of these special funds by the Business Education Service has resulted in the creation of a staff which provides a preponderance of personnel and of services to the distributive aspects of business education, while failing to serve other important aspects of business education. The office training aspect operates with a totally inadequate personnel. This same idea is voiced in an unpublished document issued by a member of the staff of the Business Education Service as follows: "There is perhaps some justification for the belief held by many educators that Federal subsidies and grants-in-aid for specified phases of business education have been used in such a way as to hinder rather than promote unification of the program in a number of states and local communities." Many teachers, supervisors, and administrators seem to believe that only certain phases of business education—training for the distributive occupations, for instance—may or should be aided from funds allotted to the states under provisions of the national vocational acts. Such a belief is difficult to understand when the facts show that:

1. In 1943-44, for example, 33,048 office-training students were enrolled in Federally aided part-time continuation classes, as compared with 13,698 in Federally aided co-operative part-time distributive occupations classes during the same year.
2. Certain states—Delaware, Illinois, Iowa, Kansas, Michigan, and Minnesota, for example—do use Federal vocational funds in support of co-operative office training as well as co-operative retail training.
3. Provisions and requirements governing the use of Federal vocational funds apply alike to all states and territories.⁴

The preceding quotation indicates that school officials may use Federal vocational funds to support not only classes in store occupations but also classes in office occupations. This is being done in many of the states; for instance, in Michigan the number of office training programs receiving state and Federal aid is about equal in number to similar programs for store occupations.

POTENTIALITIES UNREALIZED

We may all deplore the lack of adequate funds, personnel, and facilities of the Business Education Service for the total field of business education, but at the same time it should be pointed out that there are many worth-while services available to states and local communities from the Business Education Service. That Service operating as it does with a totally inadequate

⁴ Humphrey, Clyde W.; Toll, Lewis R.; and Lamb, Marion M., "Recent Development in Business Education," *The American Business Education Yearbook*, Volume IV, 1947.

staff has provided, over the years, many worth-while contributions to the whole field of business education. It stands ready to extend its services to the limit of its facilities on a three-dimensional basis—advisory, research, and administration, including “giving professional assistance to state and local boards, colleges, universities, and other groups; planning and conducting research; assisting in employment opportunity surveys and in adaptation of their uses; making job analyses; preparing instructional materials and co-operating with state boards for vocational education in a wide range of activity.”⁵

Notwithstanding the services actually rendered and the willingness with which they are given, the stated functions of the Business Education Service considerably exceed the ability of that Service to provide the stated services, especially in the office training phase of the program. As presently constituted, the Business Education Service staff consists of a chief and four specialists, three of whom are definitely and completely identified with the distributive occupation program. The fourth member works under the title of Specialist in Research and ostensibly extends his services to both the distributive and office occupation phases of business education. The Business Education Service, U. S. Office of Education, engages in various activities among which are the following:

1. Planning, promoting, and reporting studies and investigations with particular reference to their use in aiding school systems and other education agencies in identifying business training needs, organizing programs of study, developing instructional materials, selecting equipment and supplies, recruiting professional personnel, improving teaching and supervisory services, and evaluating the results of instruction.
2. Evaluating, classifying, and distributing technical and professional publications and other information needed by educational agencies in conducting business training programs for youth and adults and for teaching and supervisory personnel.
3. Providing technical and professional advisory services to educators and businessmen, individually or in groups, in their activities that deal with or have a direct bearing upon specific problems in education for business pursuits.
4. Reviewing and recommending for approval or revision the distributive occupations section of proposed state plans for vocational education; interpreting Federal policies and procedures regarding the administration of distributive occupational training operated under provisions of approved state plans; and assisting state boards for vocational education in the organization and improvement of such training.
5. Co-operating generally with school and college officials, trade and professional

⁵ U. S. Office of Education, *Annual Report of Federal Security Agency*, 1947.

associations, and students of education in organizing and improving vocational and professional programs of business education.⁶

A man's reach should exceed his grasp, or what's a heaven for? Many of these services have not been realized to any great extent by an appreciable number of teachers or schools. Yet many of them do exist as possibilities clearly within the reach of school administration and teachers who may demand such assistance. We all can get what we want if our demands are articulate and persistent. If the above-mentioned services are desirable and are demanded by school administrators and teachers to the point of seeking them through proper channels, they will be realized. In any growing field, it is natural that services lag behind needs, especially if those needs are demanded halfheartedly.

One of the principal obstacles to be overcome by business education in securing the use of a functional Federal service is that of establishing contact *media* through which the service potentialities can be transmitted to the local point of need. It is obvious that Federal officials cannot deal with an appreciable number of local institutions or schools; there must be a connecting link through which services and information can be funneled down to the local teacher. Of course, this implies a state supervisory service for business education, a need that has long been felt by leaders in the field. It was expressed by the authors of the *Ninth Yearbook* of the National Business Teachers Association in Principles II and III, as follows:

PRINCIPLE II

Leadership in assisting the states and subdivisions thereof in the organization and improvement of business education is placed by law in the U. S. Office of Education. Business education is entitled to look to the U. S. Office of Education for this leadership. It should include preparation of materials, reports, studies, and investigations needed to increase the effectiveness of training for both store and office positions as well as in the basic curriculum.

PRINCIPLE III

In recognition of the fact that business education properly occupies a place in public and private education comparable to that of any other phases of education and that school administrators are not conversant with the field, it is essential that there shall be a competent leader in the field of business education attached to the department of education of each state.⁷

A UNIFIED PROGRAM

One of the most regrettable developments in the field of education for business has been the nonsensical schism that has been allowed to take root in the soil of the Federally aided programs and to grow to the absurd point

⁶ Unpublished statement by a Business Education Service staff member.

⁷ National Business Teachers Association, "Effective Business Education," *Ninth Yearbook*, 1913.

approaching a state of antagonism between the two areas of business education. The writer refers to the artificial barriers between the program of training sales personnel and the office personnel. Distributive education and business education, as the two parts of a natural whole, have come to be designated by some as separate entities. There are so very many points of common concern and continual opportunities for co-operative endeavor—each service supplementing and complementing the other—as to make the current situation in some quarters utterly ridiculous.

The secondary-school principal, more than anyone else, can effect a unification of effort of all phases of business education, regardless of the particular area of specialization, and in so doing perform a real service to the youth of his school in providing a comprehensive program of business education. Let us forget the matter of vested interest and whether this program or that is sustained by Federal or state vocational funds.

The poorest basis for including any program in the curriculum is the amount of special subsidy that it receives from Washington, D. C., or the state. Let it be sustained only by the measure of its value in making boys and girls better adjusted citizens—intellectually, esthetically, emotionally, vocationally, and in civic pride and patriotism.

Some state services operate administratively as a composite service for all phases of business training. Notable among these are those in California, New York, and Michigan. Still other states, for example, Ohio, Pennsylvania, Virginia, and Louisiana, operate with dual supervisory services—one for office occupations and another for distributive occupations. Which plan is better is a matter of opinion. Under the composite plan, there is a specialist in each field working under the general direction of a head supervisor of business education. Under the dual plan, the specialists work usually under the general direction of the director of vocational education. Business educators generally agree that the composite plan is more effective.

CHAPTER XVIII

How Should the State Departments of Education Co-operate and Assist in All Phases of Business Education?

WILLIAM R. BLACKLER

INTRODUCTION

PERSONNEL of state departments of education are in a particularly favorable position to assist in the state-wide development of the program and services of business education. They can observe local and regional developments and activities and can disseminate to other schools information of benefit to the entire program. In addition, assistance may be given to school administrators and business teachers through visitation, conferences, and other group meetings, and through publications on many phases of business education. These include: (1) the business curriculum, (2) department layout and equipment, (3) instructional materials, (4) teachers and teaching, (5) supervision, (6) public relations aspects, (7) evaluation, (8) guidance aspects, and (9) research. Each of these will be discussed briefly in turn.

It should be stated at the outset that not all of these services are being given in all states. There is a variation from states in which no special help is given to states where business education has been established under a specialist. In many instances services are given by a member of the staff, usually in the secondary division.

The foregoing enumeration of services is presented as an inventory or summary of assistance in business education currently available. It should serve to indicate the type of help that may be rendered to administrators and teachers and point the way to the inauguration of similar services where they are not now being offered.

THE BUSINESS CURRICULUM

It is well recognized that business education performs two major functions: (1) general and (2) vocational. In the first place, it provides the opportunity for all pupils to develop an understanding of our business system and the business community and of the role of industry and business in the distribution

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of goods and services. Business education also contributes to general education through education for citizenship, intelligent consumption, and greater economic, business, and social intelligence and understanding. In addition, it may assist the pupil who desires assistance to learn the fundamentals of certain business skills, such as typewriting and record keeping for personal use in his educational, professional, social, or business activities.

Secondly, business education makes available to those who are interested and capable training in the skills, understandings, and attitudes needed to perform successfully in a business occupation. Vocational business education provides specialized instruction and training for those who plan to become wage earners in specified business occupations. It is that part of training that prepares the pupil with the proficiency required in those positions in which it is reasonable to assume that he may find employment upon completion of training.

Acquaintance with these purposes of business education assists the administrator to organize a balanced program with general value to the entire student body and specific benefits to the pupil who is planning a career in business. With these goals in mind, the type, duration, and sequence of courses may be determined as well as their starting point in terms of years and semesters. Typewriting, for instance, has general and vocational values. Achievement of general educational goals usually takes less time than is required to prepare the pupil to meet the standards of employment, which frequently require about four semesters.

Information should be available on the achievement standards required for such vocational business courses, with suggested means for their accomplishment. This makes it possible to compare one school's results with another.

Another curriculum service that is in constant demand is that of evaluation. School administrators want the answers to specifics of adequacy and scope of their programs, proper grade placement of subjects, up-to-dateness, evidences of over- or under-specialization, program balance, and the degree to which the needs and requirements of business in the area served by the school are being met. They want the immediate and authoritative counsel of specialists who can assist in planning, organizing, equipping, staffing, and evaluating a program of business training. State personnel can also advise and assist in the organization of co-operative school and business training courses, including those in the distributive occupations.

Very often state assistance is requested in the development of specialized business training courses as, for instance, real estate and insurance sales and brokerage, advertising, traffic and transportation, medical receptionists, legal

secretaries, accounting apprenticeship, and junior executive training. Construction of such courses is a special service that enables the school to offer intensive training to meet pupil needs and opportunities for employment.

Advice on the business curriculum should be available to administrators of day-school programs and of classes for adults. The problems are very similar, although in education for adults there is an increasing use of the short-term course. In some instances, the course may require only from six to ten hours to complete the specific objective for which it was established. Evening business courses include general, vocational, refresher, up-grading, and promotional types.

DEPARTMENT LAYOUT AND EQUIPMENT

An efficient program of business training requires adequate and well-planned quarters and the proper type and amount of equipment. Advice from the state department is often sought on such problems for new schools and for modernized setups. Very often the request is accompanied by meager information, while in some cases floor plans and other details are forwarded by the administrator.

The business education specialist needs to know the benefits of single- and multi-purpose rooms and the means of securing greatest service and advantage from a particular room arrangement. He should be able to suggest the number of rooms required in a particular situation. Also, his plan should cover such facilities as furniture, lighting, cabinets, blackboards, electrical connections, and location of supplies.

Advice on equipment is frequently sought as to the number and types



An efficient program of business education requires adequate and well-planned quarters and the proper type and amount of equipment. The business education specialist offers suggestions for changes in the plans for the new business department.

of business machines, including typewriters, required in a particular school. Very often the budget allotment is given and recommendations asked for machines to come within this amount. An important factor is whether equipment is for general use or for training to meet the demands of business as, for instance, calculating machines. In larger centers, batteries of these machines are installed and intensive training offered; whereas in other instances where the pupil is given only general acquaintance as in an office practice class, fewer machines are required.

An important problem connected with business machines is keeping them up to date. Improvements in machines used in business should be accompanied by like advances in school equipment. Budgetary and other provisions are required to achieve this end.

State departments of education are frequently asked for advice on layout plans and equipment lists and specifications for specialized training centers. These requests include retail-store installations, school banks, model offices, and office and clerical practice rooms.

INSTRUCTIONAL MATERIALS

Aids to business teachers in instruction consist of three types: (1) courses of study, (2) teachers' guides and handbooks, and (3) references and bibliographies. In at least one state, all three materials are being issued. In others, the service consists of the latter two types of publications.

Business teachers desire to know not only what to teach, but also how to teach. They want to be kept informed on the latest developments in both content and method. They also desire information concerning standards of achievement in business skill subjects, such as typewriting, shorthand, and business machines.

The state department of education can render state-wide assistance to all business teachers through the organization of co-operative plans for the development and dissemination of instructional materials. Committees are brought together on such projects and liaison provided for maintaining progress in the preparation, editing, and publication of courses of study and related materials.

In one state a publications advisory committee of business teachers has been formed. This committee advises with the state staff for business education in the determination of the publications to be developed and their sequence. Expressed teachers' needs and interests are major factors in decisions on publications. In the field of publications, some states release handbooks and guides on the teaching of business subjects. They assist the new teacher and help the experienced teacher to compare her teaching techniques and philosophy with those presented.

TEACHERS AND TEACHING

In a number of states, assistance in the pre- and in-service training of business teachers is given by the state department of education. Advice is given on the content of teacher training courses and the methods used in teaching specialized business subjects such as typewriting, shorthand, accounting and bookkeeping, business machines, salesmanship, and introduction to business. Assistance in the determination of requirements for teaching credentials is given by state personnel in the business field.

An important function of state staffs is participation in teachers' institutes, conferences, and workshops. Assistance is given in planning these sessions and in bringing to business teachers information on teaching techniques, curriculum problems, achievement standards, and topics of current interest. Participation of representatives of business may be arranged not only for local but also for regional and state meetings. Unity of thinking and practice are outcomes of these activities. Through such in-service meetings, co-ordination results and the state-wide program advance along a common front. By means of field trips, state personnel observe classroom practice and maintain close relations with teachers, administrators, and the program.

SUPERVISION IN BUSINESS EDUCATION

It is well recognized that supervision is an essential factor in the success of an educational program. This includes planning, organizing, co-ordinating, and evaluating the program in operation, and revising it as necessary. Supervision aids in keeping a program dynamic and improved as required.

With the large percentage of enrollments in business education, there is need in large school systems for the appointment of a supervisor to perform the foregoing functions. One of his major functions is to keep the program geared to the needs of the business community and the pupil. Through his help, business programs can be kept up to date in both content and method.

Assistance can be given administrators by the state staff in determining the duties of the supervisor and in helping him to keep in touch with developments in business and education that affect his program. This can be done by conferences and visitations, institutes and workshops, and publications.

The local supervisor and department head desire assistance in evaluating their program. They frequently ask for outside assistance in evaluating the scope and adequacy of their respective programs and the extent to which they are meeting business and pupil needs.

The local supervisor welcomes opportunities to meet with other supervisors and compare objectives, programs, and results. Arranging for such conferences is another state service that will aid in the general improvement of

business education. State assistance can be given in the training of business education supervisors. Units and courses on the principles and techniques of supervision are essential in preparing individuals for supervisory positions. Increase in the number of such appointments will help to assure the steady progress of business education.

PUBLIC RELATIONS

The value of developing and maintaining close contact with all parties and agencies interested in and affected by a particular program is well recognized in business, industry, public service, and education. Such liaison develops interest in and support of the activities or program. The initiative in public relations activities must be taken by educators. A welcome response is invariably received when the businessman is contacted and his counsel and participation solicited.

State business education personnel have the opportunity to contact key business leaders and to secure information and assistance that will help in the development of effective state and local public relations. State-wide channels of communication of business and trade associations and business organizations may often be used to publicize developments in business education that are of interest to the personnel of local business establishments. Likewise, educational and related activities of business groups may be made known to school personnel. Very often it is possible for the schools to participate through extending facilities and services to the personnel of business.

EVALUATION

State assistance may be given in evaluating programs of business education primarily through personal conferences. Assistance may also be provided through publications including suggestions for study of individual programs.

The business education specialist may consult with the administrator and business faculty on the program of offerings, both as to its general and vocational aspects. In many instances he may suggest revisions or rearrangements that may increase the effectiveness of the curriculum. Also, he may indicate the need for study of the program by the faculty and suggest procedures by which this may be done.

In the state office, the school administrator has available, through conference and correspondence, the services of a staff specialist for counsel and advice on curriculum and other problems. Strengths and weaknesses alike may be discussed.

GUIDANCE ASPECTS

Many state departments of education are actively engaged in the guidance aspects of business education. Included among present activities are: (1)

issuance of publications including bibliographies, occupational briefs, descriptions of employment opportunities in business occupations, writeups of specialized business jobs, and related guidance materials; (2) presentation of motion pictures on various business occupations and types of careers in business; (3) circularization of library materials on business employment; (4) participation in meetings with pupils for discussion of business occupations; and (5) conferences with business teachers.

Another important phase of state activities is the establishment of liaison with school counselors so that assistance may be given in all phases of education including business. Suggestions are given as to the ways in which the counselor and the teacher of business subjects may be of mutual assistance.

RESEARCH

Facts are required for the establishment, maintenance, and improvement of a sound program of business education. In the first place, it is necessary to know what people do in business employment and what are the opportunities, standards, and conditions of employment. Secondly, accurate data are required on all phases of a going program that endeavors to provide a supply of adequately trained individuals to meet the requirements discussed previously. Finally, facts are needed to keep the program geared to the changes in practices, equipment, and requirements of business.

State departments of education have a responsibility for supplying information that will aid in the maintenance of a dynamic program of business training. Many studies may be conducted by the department. Assistance on the study of many problems may be secured from faculties and pupils of teacher-education institutions. Reports of studies by business organizations may also be used.

Channels need to be established for disseminating such information to administrators, business teachers, teacher-training institutions, and business. In some states, a series of business education publications has been established to accomplish this objective. In other instances, reports of the studies are published in journals maintained by the department or by educational groups.

IMPORTANCE OF CO-ORDINATION

Through the assistance of a central state office, it is possible to work toward general unification of purpose and activities in business education. Capital can be made of strengths in the development of an effective state-wide program. Through co-operation of state and local educational personnel and business, it will be possible to prepare well-trained and intelligent young men and women for the jobs of today and the business leadership of tomorrow.

CHAPTER XIX -

How Does the Principal Evaluate the Effectiveness of the Teaching of Shorthand?

THELMA POTTER BOYNTON
and ANN BREWINGTON

SHORTHAND instruction should be evaluated first in terms of the administrative philosophy of the school. The office workers of the country are a potentially powerful force in the future of our nation by sheer weight of numbers and control of economic efficiency.¹ An administration who recognizes this fact will pursue with vigor a program of training to develop the kinds of people who should be in such a strategic position.

Instruction in shorthand should be evaluated, secondly, in terms of the philosophy of the shorthand teacher. Each shorthand pupil is a potential office worker and, as such, has a real effect on the efficient operation of the business of the nation. The teacher who recognizes this will teach shorthand so as to develop the whole vocational individual instead of drilling the pupil into a nonthinking, submissive symbol-writing robot.

The administration and the shorthand teaching staff must share a common core of beliefs about the offerings in vocational shorthand. If they do not, then a situation exists which can be compared to the emotional frustration of a child with divorced parents. Such a situation indicates that the administrator and the shorthand teacher have not constructed the shorthand course in terms of the learner. They have not answered the question of its being worth the pupil's time to acquire expertness in the use of shorthand. If they search for an answer to that question, they must consider the annual failures of approximately fifty per cent of the 400,000 pupils studying shorthand a great social waste. They—not the failing pupils or the uninformed, insistent, but well-meaning parents—must carry the responsibility for failures in shorthand, as in

¹ According to the 1940 United States Census, the clerical sales and kindred workers form the second largest occupational classification in the United States. This classification included 1,056,886 stenographers, typists, and secretaries.

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all other subjects, since society has allocated to them the function of establishing and maintaining schools for learners.

Once the administrator and the teachers share a common core of belief concerning the vocational value of shorthand and the kinds of people they wish to develop for the operation of business, then evaluation becomes concerned with details of the shorthand course itself and its relationship to the school and the community businesses for which it is training.

EVALUATION IN TERMS OF VOCATIONAL VALUE

Shorthand instruction should be evaluated primarily on the basis of its vocational value. Shorthand is a vocational tool. The teacher of shorthand may assist pupils in developing healthful habits of work, provide group experiences, suggest recreational activities, encourage personal use of shorthand, and otherwise contribute to the aims of the American high school as first presented in 1920 in the Seven Cardinal Principles, revised in 1938 by the Educational Policies Commission, and constantly modified by current educational writers. But shorthand has as its major and first purpose the development of an income-earning skill. Lack of this strong vocational aim weakens instruction and consequently short-changes the vocational pupils.

What kinds of jobs do the young people in the school get immediately after graduation? One, two, three years later? What kinds of jobs *could* they get if they had the necessary training? Is the shorthand course meeting the need for shorthand in these jobs? These questions must be answered specifically by each school for the community it serves. Facts and unbiased interpretation of them are necessary to determine the vocational value of shorthand in high school and in the junior college.

At the beginning of this century, a good percentage of the people in high school who took shorthand used it on their jobs. Therefore, shorthand had a vocational value as a business subject. But "the universe is changed," and time, machines, and war changed the way work is done in the business office. A recent article stated, "From the evidence we have, it looks as if there are somewhere between ten and twenty high-school people studying shorthand for each one who will get a job as a stenographer."² Nichols made a similar statement in 1927 in his *New Conception of Office Practice*.³

This does not mean that shorthand should be dropped from the high-school program. It does mean that the schools must not resist the change of weight of emphasis on shorthand; it means the schools should include the

² Cowan, Harold, "Shorthand for Whom?" *The Journal of Business Education*, 25:22, 24, January, 1949.

³ Nichols, Frederick G., *A New Conception of Office Practice*, Cambridge, Mass.: Harvard University Press, 1927, 133 pp.

necessary voicescription machine training which many present-day stenographic workers need; and it means the schools should recognize that other areas of office training have a vocational value.

EVALUATION IN TERMS OF PROGNOSIS

Who should take shorthand? Anyone who wants to learn shorthand should be permitted to study the subject. The shorthand course should be modified to meet the abilities of the pupils and the needs of the business offices in the community. In the American high school, it is the pupil that is being taught. If the subject does not fit the pupil, then *it*, not the pupil, should be modified. This manner of thinking is accepted and encouraged by present-day workers in the field of curriculum.

However, some form of prognosis may be desirable to guide the pupil in his desire to try vocational subjects. Prognostic tests are available and studies have been made of their values. Osborne presents a comprehensive report of studies in prognosis, recording approximately one hundred tests or measures and a summary of correlations between test scores and shorthand achievement.⁴

In general, the correlation between the several available prognostic tests and scores on certain shorthand achievement tests shows some relationship; but the relationships are not high. For example, on one popular prognostic test, the correlation between it and a test of stenographic achievement administered to pupils with two years of shorthand gave a total aptitude correlation of .67. The correlations on subtests ran as low as .30. Probably the best basis of prognosis under the circumstances is a battery of facts about the pupil which includes: previous scholastic grades, general intelligence rating, shorthand prognostic test score, and the strength of his desire to take the course.

EVALUATION IN TERMS OF THE SYSTEM OF SHORTHAND BEING USED

The teaching of the shorthand pupil is the educator's first loyalty. The system of shorthand is a second consideration. The choice of a system should depend primarily on what that system can do or will do for and to pupils. There are a hundred or more shorthand systems in use in the United States today. They may be classified thus:

1. Symbol-writing systems
 - a. Light line, such as Gregg or Dewey
 - b. Shaded, such as Pitman or Munson
2. Longhand-abbreviating systems, such as Speedwriting
3. Machine-writing systems, such as Stenotype or Stenograph

⁴ Osborne, A. E., *The Relationship Between Psychological Tests and Shorthand Achievement*, New York: Bureau of Publications, Teachers College, Columbia University, 1943, 58 pp.

The symbol-writing systems will equip pupils with dictation speeds acceptable in most office situations. The symbol-writing systems, used for many years in most schools, are adequate not only for office work but also for court reporting, conference reporting, and so on. Accordingly, a symbol system of shorthand does not limit the potentialities of the development of pupils.

There is no answer available to the question as to what shorthand-system is the best, although attempts have been made to answer it.⁵ The longhand-abbreviating systems also are being used successfully in offices. However, the highest speed a person can develop is probably not so high as that attained in symbol writing because symbols require less writing than longhand abbreviations. Longhand-abbreviating systems are adequate in situations where dictation speeds are not too high, or where the group being taught will never need to develop fast rates of speed in their work, and where some form of fast writing is needed.

Shorthand-machine writing has proved of value in court and conference reporting and in certain specialized jobs such as law office reporting of clients' testimony and hospital operating room reporting of operation notes. High speeds are attainable with less practice than has been required for symbol-writing systems. Therefore, the use of machine-writing shorthand does not limit the potential development of pupils.

Machine writing has one advantage over other systems. The abbreviations are printed on tape. This permits easier reading by other people. It is also possible to teach a person to read machine notes without his learning to operate the machine. In courts, at the United Nations meetings, and similar situations, it is not uncommon to find one person recording while the other transcribes. The advantage of such a procedure is obvious.

The necessity for a machine, however, offers a problem in some instances. The user must own his own machine. Offices do not as a general rule supply them for their workers. The machine also has the failing of any machine—it is possible for it to get out of order.

EVALUATION IN TERMS OF TEACHING METHODS

Method without motive is difficult to consider. The motive in teaching shorthand is to develop competent, self-thinking office workers, each of which will contribute to total business and economic efficiency. The method chosen to develop the essential attitudes, knowledges, and skills must motivate each learner as he strives to attain the standards desired. The method

⁵ Deemer, Walter L., and Ruten, Phillip J., *An Experimental Comparison of Two Shorthand Systems*, Cambridge: Harvard University Press, 1942, 229 pp.

Sherman, Marsden A., *Some Principles for Evaluating Shorthand Systems*, New York: King's Crown Press, 1925, 70 pp.

chosen must also provide for various types of learning;⁶ repetition in attaining skill; imagination and anticipation in understanding meaning; and analysis in understanding how to construct shorthand patterns.

What methods are available? Textbooks contain materials and procedures for teaching shorthand according to a variety of methods—the analytical method, the direct method, the functional method, the manual method, and the sentence method. Space does not permit an examination of these methods, and lack of research prohibits the advocacy of any one method for all to use. Source material such as teachers' manuals, prefaces to the textbooks, and articles by the authors must be referred to for the information needed for evaluation.⁷

The methods available range from one which insists the pupils must approach the study with a "lamblike spirit of willingness to follow directions and refuse to worry about whys and wherefores" to one which encourages and assists learners in constructing a set of shorthand principles or rules with examples from his own knowledge. In the first day's presentation which sets the direction of the learning, the procedures in the various methods range from primary emphasis on spelling out the parts of each symbol for a word to primary emphasis on reading rapidly for the meaning of the material, sacrificing, if necessary, precision of reading symbols for precision of meaning.

Generally, but necessarily only to the extent that the teacher does not employ fundamental principles of educational psychology, the textbook adopted determines the method. The school administrator and the teacher should determine whether or not a textbook prohibits or permits learning of the various types involved in shorthand. They should consider the structural difficulties of a particular shorthand system and the contextual difficulties of a particular textbook. The recent changes made by the publishing companies in both the Pitman and the Gregg shorthand manuals have to do with the symbols and with the principles under which such symbols are constructed. They also rearrange the sequence in which principles and symbols are presented. These changes were presumably made on the basis of study and

⁶ Davis, Benjamin Franklin, *A Study of Shorthand Teaching: Comparison of Outcomes in the Learning of Shorthand Effected by Differences in Teaching Methodology*, New York City: Teachers College, Columbia University, 1936. (Teachers College Contributions to Education, No. 693.)

⁷ Brewington, Ann, and Soutter, Helen L., *Lesson Plans for Teaching Gregg Shorthand by the Direct Method*, New York: Gregg Publishing Company, 1942.

Frick, Minnie De Motte, *Teaching Gregg Shorthand by the Analytical Method*; lessons plans, teaching materials, procedures, New York: The Gregg Publishing Company, 1931.

Leslie, Louis, *The Teaching of Gregg Shorthand by the Functional Method*, New York: Gregg Publishing Company, 1935.

Odell, W. R., and Stuart, E. R., *Gregg Shorthand, Direct-Approach Method*, New York: Gregg Publishing Company, 1944.

research which indicated that the systems would be improved by such modifications. However, experimentation in the schools will determine whether or not the changes are beneficial to the learners.

EVALUATION IN TERMS OF THE ULTIMATE GOAL

Shorthand instruction should be evaluated in terms of the ultimate goal, transcription of shorthand notes at a typewriter—accurate reproduction of the spoken thought which is to be communicated. The specific skills of reading shorthand, of writing it, and of learning rules are vocationally useless in and of themselves. It is only when they are integrated into the transcription act that they are of value on the job. The shorthand program should begin, therefore, *from the first day* to develop the shorthand skills in the manner in which they will be used in transcription. For example, transcribed material is in the form of sentences, paragraphs, letters. Therefore, *from the first day*, shorthand should be learned through emphasis on sentences, paragraphs, expression of thoughts. Exclusive drill on words is not training for the ultimate goal in shorthand since the writing of isolated words is a different skill from that of writing thoughts, in the same way that the writing of a list of words in English is not the same as writing a sentence expressing a thought.

A comparison may be drawn here for those who have not experienced the shorthand skill. The co-ordinated use of hands, feet, and breathing is required in swimming. These can be practiced on a piano stool in a living room. But, a lifeguard should be nearby when the piano-stool learner goes into the water, for the water brings into effect that indefinable, unseeable element of learning to stay afloat. All the piano-stool practice in the world cannot develop that. It can be experienced only when in the water.

So in shorthand. The practicing of long lists of words and phrases, the writing and reading of sentences, paragraphs, and letters without attention to the thoughts expressed in such material are comparable to practicing swimming strokes on a piano stool. One may learn to write symbols thereby, but he does not necessarily develop a usable stenographic skill. And when after such sterile practice, he is suddenly given dictation and asked to transcribe thoughts, he is likely to drown because he has not learned to stay afloat in the deep water of dictation situations which have the elements of office reality.

Good instruction in shorthand is recognizable through the emphasis given on the first day and all succeeding days to the thought being expressed through the use of symbols; through the emphasis of flexibility, ease, and smoothness of performance; and through the lack of fear and restraint on the part of the shorthand pupils. Good instruction is recognizable when the teacher pays

homage to the fact that even though all men are created equal, they are also created with differences in capacities.

Poor instruction in shorthand is recognizable by long lists of words and phrases; word-by-word dictation and reading of sentences and paragraphs with no attention to meaning; slow, painful execution of shorthand reading, writing, and transcription; tension and fear and consequent failure except on the part of those already roughly trained in other such classes to resist such a situation.

Timing each learning activity is the most important single *device* a teacher can use to improve his instruction. It makes the teacher so time conscious that he talks as little as possible and writes more; he becomes conscious of the fact that the class period is a learning period rather than a reciting period; and he comes to realize that it is more important to know how a pupil works under pressure than it is to examine his shorthand notes after class. Timing makes the pupil realize that shorthand is fast writing and forces him to utilize all his abilities in the same manner as in final use.



Good instruction in shorthand requires emphasis throughout the course on the thought being expressed through the use of symbols.

With both pupil and teacher constantly measuring the values of shorthand practice and classroom activities against the yardstick of transcription use, all the elements of the shorthand skill will be developed to become vocationally useful in transcribing business communications.

EVALUATION IN TERMS OF STANDARDS OF ACHIEVEMENT

There are several general truths about shorthand on the job which are applicable to every school in the nation. The first is that the degree of shorthand skill required for successfully holding a position varies from office to office. In some offices the fastest dictation speeds are low (60 to 80 words a minute); in other offices the fastest dictation speeds are average (80 to 100); and in still others the fastest dictation speeds are as high as 150 to 200 words a minute. People must work in all these offices. There is, therefore, employment opportunity for the slow writer (provided he is accurate) as well as for the fast writer (provided *he* is accurate). This fact is not adequately recognized in the shorthand course. If it were, teaching procedures and standards of achievement would recognize the range of individual differences in a shorthand class, and good office workers would be salvaged from those who fail because they cannot write fast, and from those who were bored to failure because of no challenge to their superior abilities.

At least one research study is under way* to determine specifically the range of skill required in shorthand on the job. The significant fact is, however, that unless the requirements for *specific* jobs for which shorthand students are training are known, the standards of the shorthand course must be such as to lay a foundation for skillful performance in *any* of these jobs.

It is *apropos* to repeat that the teacher of shorthand has as his chief task the development of his pupils' multiple abilities to job standards. This implies that proof of the progress of a pupil to a given achievement standard serves as justification for a passing grade. It also implies flexible standards specifically stated. Accordingly, inasmuch as shorthand is a multiple skill, evaluation of shorthand teaching and learning must be measured in terms of the segments of the skill as well as in terms of the entire skill.

Classroom tests in shorthand should measure the extent and the quality of learning of what has been taught and in the manner of the teaching. If the daily classroom activity has been largely rapid reading with primary attention to meaning, then a test of achievement would be a reading test with primary attention to meaning using a comparable shorthand vocabulary. Since skill performance varies from day to day in shorthand as it does in golf and

* Green, H. H., *The Nature of Business Dictation*. Doctoral dissertation under way at the University of Pittsburgh, Pittsburgh, Pa.

other such skills, achievement should be measured by the median of many daily performances, rather than by a single test.

The progress in a skill should be measured by charts kept by the learner himself, showing *his own* growth. Such a record is in contrast to class charts which discourage the slowest pupils and take away the stimulus of self-competition from the fastest.

The stenographic skill is composed of taking dictation (hearing thoughts spoken and writing the thoughts in symbols); transcribing the dictation (reading the symbols and typing from them in accepted form the thoughts originally spoken). The former is useless without the latter. The latter is the end goal in all shorthand instruction, yet state courses of study are practically unanimous in expressing specific standards to be achieved in terms of taking dictation only. This is only one segment of the shorthand skill. State courses of study and individual school courses of study should contain standards to be attained in each of the segments of the shorthand skill needed for the various types of initial jobs that the shorthand pupil will take.

Through experimentation and the keeping of classroom records, the teacher can determine the range of performance in his classes and from this establish standards of achievement. The administrator and the teacher should also secure the co-operation of the employers in the community in determining what range of performance standards exists in their offices. It should be held in mind, however, that not all offices have standards of performance desirable for the school to copy. Many workers on the job perform at levels which, if used by the school, would serve only to perpetuate inefficiency. It is the responsibility of the school not only to train pupils to meet the highest existing standards of performance, but also to seek to improve what does exist. Goals set lower than that fail in the larger aim of improving society.

EVALUATION IN TERMS OF ATTITUDES AND BEHAVIOR PATTERNS

Research studies show that office workers, including stenographers, lose their jobs more frequently because of lack of desirable personal attitudes and behavior patterns than because they do not have the degree of skill required to do the job. Such studies also show the office worker to be an individualist who works better by himself than with others. These findings indicate that the learning situations in the classroom do not afford adequate opportunity for the learner to develop desired attitudes and behavior patterns.

Evaluation of attitudes can be accomplished if considered under the following categories: (1) exactness in the use of time as a moral index; (2) co-operation with co-workers and superiors; and (3) self-integrity and personality. Only a degree of desirable attitudes and behavior patterns can be at-

tained in the shorthand course. Experiences in the elementary school, in other courses in the high school and junior college, and in all of the out-of-school and home experiences combine to establish attitudes and behavior patterns.

Exactness in the use of time can be attained through the application of the fundamental principles of motion economy. As a person becomes motion minded, he gains control over his body and his emotions through balance, rhythm, and circular movements. He should be given an opportunity to apply motion economy in school and home situations before he is permitted to try to apply it in his work situation.

Co-operation with co-workers and superiors can be learned in the classroom to the extent that the learner is given opportunity to work with a leader, to lead in activities, to organize and to conduct groups, and to work in shared activities, planning, executing, and evaluating. He should be given opportunity for positive behavior in showing interest, protecting, praising, understanding, forgiving.

Probably the greatest value of a work-experience program in the school lies in its power to develop attitudes and behavior patterns by offering the opportunities mentioned here in a practical job setting. Exactness of time and co-operation with co-workers become more than a teacher's goal when recognized in a specific job—they become a personal necessity for success. A work-experience program in shorthand is the natural climax of a realistic vocational training. It will contribute not only to the development of desirable attitudes and behavior patterns but also to the development of an insight into the shorthand skill as it is used on the job.

Self-integrity learned in classroom situations and in a work-experience program prevents a pupil from striving merely for a personality that will enable him to "sell himself" to a prospective employer. It enables him to develop from being a timid, careless, and unimaginative symbol-writing robot into becoming a sound-of-mind, undivided, self-reliant person. It enables him to acquire a standard of ethics which he will not sacrifice as he works efficiently and honestly as a stenographer or secretary. It enables him to be a powerful force in the future of our nation.

STATEMENTS FOR SELF EVALUATION

The following statements are presented for the purpose of self-evaluation. When applied to a specific situation, a predominance of "True" statements will indicate the presence of elements which should contribute to a highly effective shorthand course.

1. The administrative philosophy of the school recognizes the potential power of the office workers of the nation.

2. The administrative philosophy of the school recognizes the need for accurate facts and figures about the employment of high-school graduates and the need for unbiased interpretation of the facts and figures to determine the vocational value of shorthand in high school and in junior college.

3. The shorthand teacher believes that each shorthand pupil, as a potential office worker, could have a real effect on the efficient operation of the nation's business.

4. The administration and the shorthand teaching staff share a common core of beliefs about the offerings in vocational shorthand.

5. The shorthand course has as its major and first purpose the development of an income-earning skill.

6. Anyone who wants to learn shorthand can study the subject.

7. Guidance of pupils who are interested in studying shorthand is based on previous scholastic grades, general intelligence rating, shorthand prognostic test score, and the strength of the desire to take the course.

8. The shorthand system used does not limit the vocational potentialities of the pupils.

9. The method of teaching contributes to the development of competent, self-thinking office workers; provides for various types of learning and the repetition necessary to attain a skill; permits imagination and anticipation in understanding meaning and encourages analysis in understanding how to construct shorthand outlines.

10. Transcription is regarded as the end goal of all shorthand instruction, and provision is made for adequate transcription training at the typewriter.

11. The shorthand training includes the necessary voicewriting machine training which the present-day stenographer might find necessary on the job.

12. Classroom shorthand instruction emphasizes the thoughts being expressed; increases flexibility, ease, and smoothness of performance; and eliminates fear or restraint on the part of the pupils.

13. Standards are determined by school experimentation and measured against the yardstick of the best business practices.

14. Standards to be achieved are expressed in flexible ranges to provide for individual differences.

15. Timing all learning activities in the shorthand class is the best device for expediting learning.

16. Pupils are given the opportunity to practice co-operation with co-workers and superiors in the classroom and in a work-experience program.

17. Classroom and work experiences are of such a nature that the pupil develops self-integrity and a high standard of work ethics.

CHAPTER XX

How Does the Principal Evaluate the Effectiveness of the Teaching of Typewriting?

JOHN L. ROWE

THERE are definite criteria whereby a nonspecialist may evaluate typewriting instruction. These criteria, or indices of good teaching, are presented in this article. Particular stress is placed on the section dealing with administrative and curriculum considerations.

Even the superior teacher of typewriting is frequently handicapped unless certain physical and organizational conditions prevail. The competent teacher of typewriting is, of course, informed as to what constitutes desirable administrative and curriculum considerations in his field. As a general rule, forward-looking administrators are likely to provide the proper equipment and conditions to facilitate instruction if the typewriting teacher can present data in support of his case. These data are presented here for the nonspecialist in order that he may evaluate whether or not his typewriting teacher is informed as to current practice.

GENERAL CONSIDERATIONS

Teach by Demonstration

Effective teachers of typewriting demonstrate to their classes correct procedures in building skill. To do this satisfactorily, it is necessary to have a demonstration stand placed in front of the room where all the pupils can see and hear the teacher typewrite—see the correct “twirl” of the cylinder knob as well as hear it.

Teacher demonstration should include practice procedures for developing techniques and vocational competencies. Pupils have little knowledge of how to practice for speed and accuracy. Every technique the pupils are expected to acquire should be demonstrated by the teacher. A few of the many aspects of typewriting skill that are easily demonstrated include cor-

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ject finger reaches and stroking, proper carriage throw, the use of the service mechanisms, and devices to develop correct touch.

All too frequently proper carriage throw technique is limited to a few demonstrations at the beginning of the course. Constant demonstration and repetition of techniques are essential for the mastery of skill. The teacher should type at the demonstration stand the same sentences and paragraphs assigned to the pupils for practice. As a result of this constant demonstration, the pupils see proper carriage return; in fact, they will be unaware of any other way to throw the carriage. This is also true of other techniques involved in correct typewriting skill.

Group instruction and demonstration should be followed by individual instruction and demonstration. A great deal of remedial teaching is accomplished by having the instructor sit beside the individual and demonstrate the proper technique. Less emphasis is placed upon oral and textbook instruction. Typewriting is, in many respects, an imitative skill, and pupils are assisted in acquiring the skill by observing that skill in action. Teacher demonstration is the most effective audio-visual aid in presenting the subject of typewriting.

It is not necessary for the teacher to be a speed artist to demonstrate satisfactorily. However, he should be able to typewrite approximately fifty to sixty words a minute; certainly he should be able to perform at the rate required of his pupils for completing the course.

Demonstration stands are available from commercial concerns. The school carpenter or custodian, if supplied with a picture, can easily construct such a stand, involving only the minor cost of materials. Illustrations of these stands may be found in an article by Stevens.¹

Learn to Type by Typewriting

The schools that secure the best results are those where the pupils and teachers use forty out of the forty-five class minutes for typewriting—not those where they spend a considerable part of the period at other things. Too much time is wasted in *teaching* typewriting. A great deal of extraneous and unnecessary instruction is frequently given in the typewriting room. Typewriting skill is acquired by typing; it is not developed as a concept as in the social sciences. Business ethics and general business education should be covered in other subjects in which there are appropriate techniques to develop such concepts.

Pupils should not spend precious class minutes in correcting papers, reading directions, or listening to oral descriptions by the teacher. To make

¹ Stevens, Catherine, "Know How, Show How," *The Business Education World*, September, 1945, pp. 16-19.

the best use of the class period, it is necessary for the teacher to plan carefully and budget every minute of the period. For example, roll call can be taken by having each pupil pass in a sample of the day's work. Immediately upon coming into the classroom, the pupils should begin practicing standard warm-up and orientation drills; the period's activities should be planned so that every pupil is typing to the very end of the period.

By having purposeful skill-building activities throughout the period, it should be possible to develop sufficient vocational skill in a year's time, not two or three years. A speed of forty to fifty words per minute is easily attained in a year and, in addition, valuable vocational and production competencies can be attained. Some additional time is needed for highly specialized training, such as that required for certain vocational secretarial positions.

ADMINISTRATIVE AND CURRICULUM CONSIDERATIONS

The best results are obtained in the typewriting classrooms if the following conditions exist:

1. *A continuum of practice is essential to develop muscular memory in typewriting.* Instruction should be offered without interruption for five days a week. A daily class period of forty-five or fifty minutes is desirable; a longer period would tend to fatigue pupils of high-school age engaged in a motor skill. Actually, research has shown that double periods are less effective than single periods.²

2. *Supervised typewriting instruction is essential.* The teacher should be present in the classroom at all times to instruct and guide the development of skill. The "glass wall" era, when the teacher conducted two business classes concurrently, is almost entirely and should be a thing of the past.

3. *Adequate diploma credit should be given to typewriting.* The best results are obtained when appropriate credit is given this subject on a par with other vocational subjects requiring the same length of time. There is an increasing trend to give the same credit for typewriting as for any other subject, academic or vocational. When no discrimination exists, the pupils readily apply themselves. Where little or no credit is given, typewriting class achievement frequently amounts to just that—little or no achievement.

4. *Homogeneous grouping facilitates instruction.* Teachers of typewriting get the best results if beginning pupils are in one class and advanced pupils in another. The various approaches for building skill differ considerably for beginners and advanced pupils. For example, in beginning classes unison dictation drill may be employed in developing skill; this would be most dis-

² Young, Bessie A., "Double versus Single Periods in Typewriting," Master's Thesis, University of Iowa, Iowa City, 1931.

concerting for the advanced pupils primarily engaged in the production or adaptation phases of skill.

Thirty students in a class is the maximum number for a teacher to instruct at one time if he is to obtain maximum results.

5. *Placement of typewriting in the curriculum is important.* Physical maturation and co-ordination are factors in acquiring proficiency in a motor skill such as typewriting. Informed teachers of typewriting urge that pupils be at least sophomores in high school before they attempt to acquire the skill of typewriting. Even at this grade level, many pupils are too immature physically to achieve optimum results with a motor skill of this type. It is for this reason that seniors achieve better rates in typewriting than do sophomores. However, as a general rule, it is desirable to offer typewriting in the tenth grade for the following reasons :

- a. Pupils should acquire the skill early enough to apply it in practical situations for the remainder of the school program.
- b. Typewriting is an important consideration in stenographic prognosis. After all, if a pupil cannot type, he cannot transcribe. Therefore, if typewriting precedes shorthand, certain pupils who would not profit from the study of stenography can be eliminated.

Every high-school student, regardless of the curriculum in which he is enrolled, should have at least a semester (preferably a year) of typewriting. This skill has within recent years become a "tool of literacy," and as such is an important aspect of general education for all.

6. *Exploitation of the typewriting class or teacher should be avoided.* Skill building in typewriting proceeds from the simple to the complex. Care should be taken to see that planned instruction is not sacrificed by requiring the pupils to do "busy work" for the school administration. A pupil does not have to type twenty-five stencils to learn how to type a stencil; nor is it necessary for him to address one thousand envelopes to learn how to address an envelope correctly.

There is a difference between developing a skill and adapting that skill to a practical situation. If the pupils are capable of applying their typing skill to practical situations, they should be paid for it. No one would think of asking the home economics pupils to clean the classrooms or the industrial arts pupils to make the library chairs and desks; neither should one impose upon typewriting pupils, under the guise of giving them practical experience, work that school clerks and typists are paid to do.

Administrative officials should watch closely the burdens that are sometimes placed upon the typewriting department by other teachers in activities

connected with the school paper and other nonclassroom activities. The time comes when the typewriting teacher must say "No!" To set an example, the writer (a typewriting teacher) always pays his pupils the standard rate for typewriting whenever he asks them to do any of his personal work. Typewriting is most effectively taught in the classroom—not in the office of the principal.

EQUIPMENT FACTORS IN LEARNING TO TYPEWRITE

Even the most competent teacher of typewriting is handicapped unless he is supplied with adequate and proper equipment. The following will do much to facilitate the improvement of instruction in typewriting:

1. *Kinds of typewriters.* Typewriters of one make are desirable for beginning classes so that the teacher may explain the machine parts to the entire group at one time. If there are various makes of machines, there is an additional explanation for each one. This necessitates having all groups wait until all explanations have been given. In advanced typewriting or transcription classes, several makes of machines are desirable since this enables the class to become completely familiar with the various parts of all machines. However, the problem of transfer from one make to another is not the difficult problem it once was since many of the operative controls on the various makes of machines have become standardized. Pupils should use the same machine for at least a semester. Changing machines too early in the skill-building process is likely to interfere with the development of the typist's touch.

Machines ought to be changed every three years. This enables the pupil to learn on a machine sufficiently modern to be found in most business offices upon graduation. Machines that are kept for longer periods of time usually require so much repair and attention as to make their usefulness questionable. Portable typewriters, in the opinion of this writer, do not usually stand up under constant use with different pupils using them throughout the day.

2. *Open or blank keyboards.* The modern trend is to use open keyboards (with the letters showing). Teachers who get the best results believe the pupil actually acquires touch typing more easily if he is permitted to look at the typewriter during the initial keyboard presentation. Would we send a pupil into a dark room to find an object if a light could be turned on? If we have open keyboards, there is little use for wall charts at the front of the room. Wall charts are *passé* in modern typewriting classrooms.

3. *Tables and chairs.* Alert teachers of typewriting allow for the individual differences of their pupils by providing tables and chairs of different

heights. As a general rule, typewriting tables have been too low. A height of at least twenty-nine to thirty-one inches is now generally considered a minimum. Most pupils can adjust to tables of this height.³ Research studies made by the U. S. Department of Agriculture have revealed that considerable fatigue results from improper typewriter table height, especially when the table is too low. Adjustable chairs with varying degrees of height are now available.

There should be only one typewriter to each table and the typewriter should be firmly fastened to prevent vibration.

4. *Copyholders.* Copyholders are essential in typewriting classes. Much eyestrain is avoided by having the textbook properly placed before the pupil. Copyholders are inexpensive to make. Carpenters can construct them very easily if shown a model or picture. One of the most effective copyholders costs practically nothing. All the teacher needs to do is to cut a strip of corrugated paper (approximately two inches wide and twelve inches long) and place the book on the corrugated surface at the desired angle. The corrugated paper may be saved from book wrappings.

TEACHING METHODOLOGY AND INSTRUCTIONAL ACTIVITIES

The typewriting teacher will realize superior results if the following practices exist in his classes. These are examples of modern typewriting methodology, all of which are supported by research, chiefly in psychological laboratories.

1. *Speed and accuracy are developed concurrently.* Stress is placed upon both speed and accuracy from the outset of the course. Speed and accuracy are developed by constant repetitive practice on the same simple material during the beginning stages, progressing to material of greater difficulty as techniques are refined. Skilled teachers of typewriting can instill in their pupils the desire to do repetitive practice until a high degree of skill is attained.

2. *Timed writings are used as skill-building devices rather than tests.* Timed writings, varying from one to five minutes, are given frequently during the skill-building phase. Modern practice is to give two or three timed writings on the same contextual matter, thus providing for repetitive practice. When errors occur on these writings, teachers suggest remedial practice depending upon the type of error and whether or not the errors are accidental or incidental.

³ *Study of Typewriter Height*, New York: Society for the Advancement of Management.

How High Should Your Typewriter Be Placed? Bulletin No. 5, New York: Typewriter Utilization Department, Remington Rand, Inc., 1947.

Ten- and fifteen-minute timed writings during the skill-building stage are considered unfavorably. Writings of this length reflect a tendency on the part of the teacher to test rather than to teach. There is little place for any ten- or fifteen-minute timed writings (tests) in typewriting classes; instead, the emphasis throughout the course should be placed upon improvement rather than absolute achievement. As a result, timed writings should be short, thus providing repetitive drill and remedial practice. They should be a skill-building device rather than an excuse for the teacher to sit at his desk for periods of ten and fifteen minutes.

3. *Metronomic rhythm practice is being eliminated.* The modern teacher of typewriting uses very little music in his classes for the purpose of developing speed. Research studies have revealed that typewriting pupils, as well as the experts, do not type metronomically.⁴ Rhythm records, if used to any great extent, can actually retard speed and the subsequent development of skill. There is no phonograph in the modern typewriting classroom.

4. *Realistic instructional activities prevail.* Both vocational and personal-use typewriting skills can be developed through the use of real life situations as teaching media. Any activity whereby the pupil satisfies a real need will be much more effective than something artificially created for him. Typewriting will be more interesting and meaningful if the typewriting classroom takes the form of a workshop in which laboratory techniques are employed. Every effort should be made to keep the typewriting room open to pupils at all times, so that they may type themes and projects. Pupils should be sufficiently cognizant of their responsibilities to be able to work without a monitor in the room. Typewriting is a "tool of literacy," and, to develop that tool to its fullest capacity, opportunities must be provided for practice.

If one walks into the typewriting room and finds the pupils engaged in any of the following activities, one may rest assured that they are learning to apply the skill of typewriting functionally, and that, as a general rule such devices and practices represent modern and worth-while practice.

- a. *Composing at the typewriter.* Composition should be one of the top-ranking activities in any typewriting course because of the challenge to pupils in later years in business and personal situations. Stress is placed upon the ability to compose at the typewriter from the very beginning of the course. After intensive periods of drill, the teacher should give brief exercises, from three to five minutes each, in composition. As the course progresses, the pupils should compose more and more material related to school and personal uses, such as composing

⁴ Lahy, J. M., *Motion Study in Typewriting*, Boston: World Peace Foundation, 1924.

personal letters at the typewriter to their friends. As they develop skill in letter-writing, they should proceed to write business letters of inquiry—perhaps for catalogues from colleges and schools in which they are interested. At the end of the course, they should compose letters of application. Each one of these situations is real and practical and presents a felt need which should be met.

- b. *Taking dictation at the typewriter.* Much practice should be given in typewriter dictation since pupils are frequently called upon to do this type of work in an office. Dictation is also an excellent method for developing automatization since the pupil hears the word as a "whole," and thus speeds his typing process; whereas, if he sees the word, he is likely to type each letter individually. Not only should the teacher dictate letters and notes to the pupils, but the pupils should also dictate to each other.
- c. *Stressing personal typing problems.* After a few weeks of instruction, many successful teachers employ a "personal activity day" in which one period a week is set aside when the pupil may type for his personal use such items as personal and business letters, notebooks, themes, term papers, and so on. The teacher serves as a guide, teaching and helping each pupil with his various problems. A great deal of learning goes on when pupils are given opportunities to do the things important to them.
- d. *Judgment placement replacing centering scales and formulas.* Practical teachers of typewriting no longer stress centering scales for letters and the mathematical placement of tabulated material. In the office, typists must rely on judgment rather than a scale or formula. Practical teachers present centering and placement through eye-mind-fulness and judgment. It is more practical to center from a model.
- e. *Teaching erasing in the modern classroom.* Realistic teachers of typewriting know that even the best pupil makes errors and that it is important to know how to make satisfactory corrections. In the business office, the typist is expected to correct his errors since both office stationery and time are expensive. Erasing is presented as soon as the pupil learns to apply his typewriting skill to practical situations.

Schools that are getting the best results in typewriting have most of the characteristics of effective typewriting instruction discussed in this article. It must be remembered, however, that local conditions affect the situation somewhat, and the provisions discussed are to be interpreted broadly for each individual school system and typewriting department.

CHAPTER XXI

How Does the Principal Evaluate the Effectiveness of the Teaching of Bookkeeping?

FRED C. ARCHER and
MILTON C. OLSON

AS in any other teaching situation, the principal and the teacher of bookkeeping must work together co-operatively in making the conditions of learning of maximum effectiveness. Before this co-operation can be achieved, both the principal and the teacher must have an appreciation of the importance of the subject matter being taught.

THE VITAL ROLE OF BOOKKEEPING IN THE BUSINESS WORLD

Today's commerce and industry involve the work of millions of people to accomplish millions of transactions involving billions of dollars, facilitated by capital investments that likewise total staggering figures. In the long run, the continued ability of this colossal economic machine to satisfy human wants depend upon efficiency and control. The problem of achieving and maintaining control in order to make effective and efficient decisions has taxed and continues to tax the ingenuity of many minds. Long experience has shown that meaningful records of business operations form a basic foundation for any plan of managerial control. Bookkeeping procedures provide permanent records of business transactions so that management will know where it stands at any time, will know the results of operations, will have records of past experience for future reference, will be able to analyze and compare accumulated information, and will be able to plan for the future.

Bookkeeping procedures and techniques are based upon well-recognized principles; systems are well standardized; and much of the work has been adapted to mechanization. Notwithstanding all of these developments, the importance of the individual cannot be overlooked. The bookkeeper whose records will ultimately play such a vital role as a control device must have a thorough mastery of the principles and techniques. The machine must be

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operated correctly. In the last analysis, it is the competence of the bookkeeper which is the keystone in the supporting arch of "control through records" upon which management must place tremendous reliance. The responsibility for preparing young people to assume these exacting duties cannot be taken lightly.

Any type of evaluation of the effectiveness of the bookkeeping program should include a consideration of the following: (1) Objectives, (2) Methods, (3) Audio-visual aids, (4) Standards, (5) Materials, (6) Equipment, (7) Personnel, (8) Guidance, and (9) Articulation. This list is by no means exhaustive, nor is the discussion which follows. An appraisal of bookkeeping involves many of the joints used in appraising other subjects. Only those points which have unique significance in connection with bookkeeping have been singled out for attention.

OBJECTIVES

Although the teaching of bookkeeping for personal use may have some validity as an objective of bookkeeping instruction, the vocational objective is of primary significance. Tonne stated: "The personal-use objective of bookkeeping involves a study of household and personal accounts, budgeting, and similar items. These topics should be fully treated in junior business training in the ninth year and presented again in the eleventh or twelfth year in advanced business training. It is hardly necessary, therefore, to offer a separate course in order to attain this objective of bookkeeping."¹ If the business training courses offered in a particular school do not provide training in bookkeeping for personal use, this purpose may well become a secondary objective of the bookkeeping course.

When the vocational objective of bookkeeping instruction is considered, it must be understood that the course should develop the ability required to obtain a business position of the type ordinarily available to high-school graduates; the ability of the new worker to orient himself to the new job with a minimum of difficulty; and the ability to conduct himself on the new job with a minimum of supervision. The instruction will need to be slanted toward the types of jobs available in the community. As a result, the objectives of instruction given in a community where most of the business pupils later get jobs in factory offices should differ somewhat from the instruction given in a community where most of the pupils later take positions in retail establishments or small firms. It is not the sole responsibility of the bookkeeping teacher to discover the peculiar needs of his community. The supervisory and administrative officials must share this responsibility.

¹Tonne, Herbert A., *Principles of Business Education*, New York: The Gregg Publishing Company 1947, page 278.

In addition to the preparation for the various bookkeeping duties in the business world, the bookkeeping course has much to offer in the way of background information to all pupils in the business program even though they may be preparing for other office jobs. Some of these other office jobs may even require the worker to be proficient in minor phases of bookkeeping as, for example, the secretary who keeps a bank record for her employer.

The ability to interpret records and reports is considered to be another important phase of the vocational objective. The task of making proper bookkeeping entries and preparing accurate financial reports is important; the ability to interpret and make use of these records and reports in the management of a business may be even more important. Well over ninety per cent of the business establishments in the United States are "small." The proprietors of these businesses typically have had no more than a high-school education; consequently, learning the managerial uses of records in a high-school bookkeeping course becomes extremely important to the pupils who will become proprietors of business establishments.

METHODS

The bookkeeping process involves a systematic and orderly procedure of recording data concerning business transactions in books of original entry (journals), posting this information to ledgers for ease in analysis, and preparing statements which indicate the financial status of the business and whether the business has been operating at a profit or at a loss. There are several different approaches which are used in the presentation of the subject matter.

Some teachers prefer to teach their pupils how to journalize first, whereas others prefer to use ledger accounts as the starting point. The so-called "balance sheet approach," however, would seem to be the most popular. Under this method, reasoning is stressed rather than merely the acquisition of clerical skills. Each transaction studied is analyzed in terms of its effect on the elements which go into the preparation of a balance sheet, the statement which indicates the financial status of the business for which records are being maintained.

This does not mean that reasoning cannot be stressed in any of the other approaches to the subject. It is generally conceded that pupils should be taught the why as well as the how of bookkeeping. The human factor, in this case the teacher, is the most important element in the teaching process, not the method being used. Much depends upon advance planning; the tie-up with previous knowledge and experience; the emphasis upon basic understanding; and the proper utilization of review, testing, and remedial procedures.

Bookkeeping as a vocational course lends itself especially well to association with current events, outside experience, and co-ordination with the subject matter of other courses. Authorities emphasize that every effort must be exerted to inject reality into the treatment of materials, as contrasted with bookish artificiality. With this goal in mind, some schools have been able to work out co-operative training programs which permit the pupil to obtain on-the-job experience to supplement the classroom presentation. Teachers may also take advantage of the possibilities of field trips, demonstrations, and talks by businessmen from typical firms in the community. Of course, any of these teaching devices must be well planned or they may be a waste of time.

Practice sets can be used to advantage in making the bookkeeping instruction practical. It is better to use several short practice sets than one or two sets that take up long periods of time. Care must be taken to insure motivating the pupils to the point where they do not make their practice set work just an exercise in penmanship.

The lecture method, as such, has only a limited place in the bookkeeping classroom. The working of problems and class discussion of bookkeeping principles should be the usual procedure in most instances.

AUDIO-VISUAL AIDS

The highly vocational objective of a course in bookkeeping demands continual emphasis on realism, practical application, and understanding. Audio-visual aids may be utilized by the well-informed instructor materially to assist in the attainment of these vital points of emphasis. When audio-visual aids are mentioned, many educators think immediately of moving pictures. As a matter of fact, there are only a few moving pictures which can be used with good results in a bookkeeping classroom. In addition to moving pictures, many other "aids" may be used.

1. A generous allowance of space for chalk boards is necessary.
2. If possible, some of the chalk boards should be ruled permanently with the most frequently used bookkeeping forms.
3. Certain filmstrips can be utilized with good effect to help teach some of the bookkeeping processes.
4. A bulletin board which is used to exhibit materials related to problems under discussion proves very valuable. This can also make a very definite contribution to the guidance function of teaching.
5. The opaque projector can be of tremendous assistance in presenting data affecting various types of complicated bookkeeping forms and processes.
6. The visual cast type of projector, which has been placed on the market recently, has excellent potential uses in the bookkeeping classroom. With this

equipment, the teacher can face the class and, at the same time, present visual materials on a screen or on the wall behind him. The opaque projector requires a darkened room; the visual cast projector can be used in a lighted room. It is possible for the teacher to develop his own materials at low cost for use with this new type of projector.

In general, the best audio-visual material for any particular class is the material worked out by the teacher to apply to the specific learning desired. The fact must be recognized that no audio-visual aid is an effective substitute for the teacher. The use of such an aid may mean more rather than less work for the teacher, which means that the only justification for its use is that learning can be made more effective.

STANDARDS

If bookkeeping is taught vocationally, it is obvious that vocational competency should be the standard of achievement. The measurement of the attainment of this standard must be made, therefore, in terms of the ability of the pupils to perform on the job. The United Business Education Association, in co-operation with the National Office Managers Association, publishes annually *Business Entrance Test in Bookkeeping* which is designed to measure the pupil's ability to perform the duties of a beginning bookkeeper. This test, however, has national distribution and may not fit the peculiar needs of a particular community. Even though this particular test may not be used, it may be of great assistance to a teacher in preparing his own test to measure the achievement of vocational competency. The UBEA-NOMA test is made up of typical problems which confront the beginning bookkeeper. It is very doubtful that true-false, multiple-choice, matching, and completion types of tests can, by themselves, adequately measure vocational competency, although these tests have a definite place in measuring progress toward that objective. Progress tests printed by publishing companies to be used with their textbooks are helpful in measuring achievement. They are not intended to be the sole measure of achievement. The fact that they are printed tests does not make them reliable and valid in every situation. The teacher may need to be encouraged to prepare some tests of his own in order to do a good job of measuring achievement or progress toward the specific objectives toward which his pupils are working.

MATERIALS

Although the good teacher of bookkeeping is not dependent upon a textbook for teaching material, a good basic text does much to help make the learning effective. Fortunately, many good bookkeeping textbooks are avail-

ble. Some of these books have been written by educators with accounting experience and others by accountants. In times past, some teachers have believed that the treatment given by educators was too bookish, whereas the texts developed by professional accountants were not well-organized for instructional purposes. This criticism is no longer valid as there has been a great improvement in the organization and style of the books produced by the professional accountants on the one hand and in the practical approach used by the educator-authors who have purposefully acquired business experience to add realism to their writings, on the other hand.

Healthy competition among publishing companies has benefited teachers in that teachers' manuals, semistandardized printed tests, timely revisions, and visual aids have been developed as an aid to instruction. The inexperienced teacher may need to be encouraged to make full use of these extra materials, whereas some of the more experienced teachers may need to be encouraged to develop more of their own materials rather than depending entirely upon published materials.

Besides a good text and the supplementary materials which may be furnished with that book, the bookkeeping course demands additional exercise and problem material for drill and review, realistic business working papers, practice sets of short duration, and an abundance of reference to actual work samples taken from the community in which the school is located.

EQUIPMENT

In keeping with the highly vocational character of the subject, the classroom work in bookkeeping should be conducted in a setting which approximates the conditions to be found in a good business office. Since there is often a need to work on many papers, the furniture must afford ample room to "spread out." Individual desks or tables and chairs are logical choices provided there is generous writing space. Large tables at which two or three may work at the same time are better than tablet arm chairs or desks with small writing surfaces.

As much of the bookkeeping work involves detailed computational and clerical work, adequate lighting is a necessity. The lighting should be carefully checked for both foot-candles and diffusion.

No up-to-date program of bookkeeping instruction would be complete without some recognition given to the mechanization of many bookkeeping operations. This recognition might take the form of teacher demonstrations of the machine adaptations to specific bookkeeping problems; office machines

training including adding, calculating, and bookkeeping machines on an acquaintanceship level with specialized training for those particularly interested and qualified; and the utilization of machines in the solution of classroom problems. Some adding and calculating machines are a "must" for any good vocational bookkeeping training. Other machines should be provided as the needs of the community dictate. Once the machines have been provided, it is incumbent upon the teacher to see that these machines are put to good use.

PERSONNEL

In any evaluation of school personnel, two groups must be included: pupils and teachers. Bookkeeping is not a subject which permits much spontaneous generalization in instruction. The teacher must have near-perfect mastery over many specialized facts and what seem like tiny details, all brought together through a well-knit, logical plan of presentation consistent with well-established basic principles. Unfortunately, the loose certification requirements in some states permit a teacher to instruct in programs offering up to two years of high-school bookkeeping when the teacher himself has had far less than that much training. Obviously, there can be no compromise with teacher mastery of subject matter when the material is directly related to such a very exacting vocation.

Increasing acknowledgment is made of the desirability of some business experience in the background of the teacher. The added realism which can thereby be injected into the course would seem justification enough, not to mention the more intense understanding of the job responsibilities and opportunities about which the pupils are eager to hear. Since business conditions never remain static, methods and systems are subject to constant change. Even the well-prepared teacher cannot rest on his laurels. He must be encouraged to make a special effort to keep in touch with development in his business community. An overload of extracurricular activities makes this almost impossible. It takes time and effort to establish and maintain good relations with the businessmen of the community.

The selection of pupils who should be encouraged and permitted to enroll in bookkeeping courses is a difficult problem to solve. Many business educators believe that all pupils who are planning a business career of any kind should have some bookkeeping instruction of at least an elementary nature. Business educators are striving to discover a basis for the selection of pupils prior to their enrollment in more advanced bookkeeping work. It is generally believed that the prevalent policy of the general availability of bookkeeping to all comers is unwise. Further complications appear when

school administration officials use the bookkeeping course for their problem pupils on the basis that "anybody can keep simple records." Whereas so-called problem pupils sometimes do very well in bookkeeping, the fact that these pupils were not well adjusted in other of their studies does not mean that they are well qualified to study bookkeeping. Business offices need and demand qualified personnel. Although much of the work of business may be of a routine nature, it is exceedingly exacting and requires, among other things, a high degree of concentration. Even the advent of machines has not altered this basic fact. Hence the "dumping ground" procedure inevitably produces unemployables and impedes the efforts of teachers to do a good job with those who are qualified.

In the absence of more valid scientific selection devices, it would appear that at least average intelligence, ability to perform the basic processes in arithmetic, legible penmanship, habits of neatness, and some interest in business afford some criteria which may be helpful in aiding pupils in deciding whether or not they should take bookkeeping work in the high school.

GUIDANCE

One of the major functions of guidance is to impart information concerning various occupations. As bookkeeping transactions are analyzed in the bookkeeping class in order to classify facts preparatory to processing in the books, an excellent opportunity is afforded to discuss the business contributions and requirements of many different occupations. Certainly the many occupations in which a knowledge of bookkeeping is essential or beneficial to competency should be indicated as well as the possible lines of promotion for one who takes a position involving bookkeeping. Since part of any typical bookkeeping course is devoted to the handling of the records of a sole proprietorship, opportunity is afforded to elaborate upon some of the special problems and challenges of the owner-managers of small business establishments.

The recognition of the guidance values in the presentation of bookkeeping principles also leads to directing the thinking of pupils toward the possibilities of taking more advanced work in junior colleges or regular colleges of business administration. The interests and abilities of the class, although interests and plans do change, should be the determining factors in the guidance aspects of the teaching.

ARTICULATION

In this discussion, accent has been placed upon the vocational character of the course in bookkeeping. This fundamental consideration requires that

the school program should be geared smoothly to the needs of the business community. In this case, "community" should be interpreted to mean not merely the local area within the city limits, but, if necessary, a broader geographical area into which the graduates of the school are expected to move in search of jobs. Efforts to accomplish this articulation can be expedited, for example, by the survey technique, the follow-up of graduates, and the utilization of census and business statistics. Again, the bookkeeping teacher cannot be expected to do all of this. Certainly he should be interested in such studies and should participate in such work. The supervisory and administrative officials must also recognize their responsibilities in encouraging such studies.

In the past there has been a sharp line of distinction drawn in high school by considering college preparatory pupils as completely separate from business pupils. Some of these barriers need to be broken down. At present there are many colleges which will accept pupils who have followed the commercial curriculum in high school. At least one very large collegiate school of business requires a course in bookkeeping as a prerequisite to enrollment in its accounting courses. In many other colleges the pupils may, if they have passed a bookkeeping course in high school, take a special examination for placement in advanced classes in accounting, thus saving valuable time. In other colleges, placement in an advanced accounting class is made without examination if a bookkeeping course has been taken in high school.

It would seem highly desirable, therefore, for the bookkeeping course in high school to contain materials that are consistent with the areas included in college entrance examinations in bookkeeping and with the elementary accounting courses given in college, provided this does not interfere with other major objectives of the high-school bookkeeping program. Then, if a bookkeeping pupil should change his objective from that of direct employment upon graduation to pursuit of further work in the collegiate school of business, waste and duplication will be avoided.

Announcing

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CHAPTER XXII

How Does the Principal Evaluate the Effectiveness of the Teaching of Basic Business?

HAROLD GILBRETH and
GLADYS BAHR

WHAT IS BASIC BUSINESS?

BASIC business means general economic education on the secondary-school level. It is that phase of business education that applies to using an income. Economic education may be divided into two parts: earning an income and using an income. Business teachers consider bookkeeping, shorthand, typewriting, office and clerical practice, and distributive occupations to be courses which enable one to earn a living. Of equal importance are courses to help the high-school pupil use his income wisely. These are basic business courses. At present these courses have a variety of names: junior business training, general business, economic geography, consumer education, business law, advanced business training and consumer problems.

USING AN INCOME

With the money that the high-school graduate earns, he must buy his food, clothing, shelter, recreation, and provide for the remainder of his needs and wants. He must be concerned with automobile insurance, charge accounts and perhaps installment payments, borrowing money, and inevitable taxes.

The necessary concepts, attitudes, and information related to personal economic problems can be taught to high-school pupils in basic business classes in the courses named in the introductory paragraph. More and more business teachers prefer to call these courses Business I and II or Basic Business I and II. Most high schools need an introductory course in the first or second year, preferably before some pupils leave high school at age fifteen or sixteen, when they will need this essential economic education. An advanced course may be given in the junior or senior year when pupils are nearer to the time of using their own income.

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EVALUATING THE BASIC BUSINESS TEACHER

To evaluate the teaching of basic business means to consider the teacher, the materials, and the activities of teacher and pupils. The basic business teacher should be a graduate of the business education department of a teachers college or its equivalent or should have a business major in a school of commerce. If he is not prepared to teach basic business education, he should not teach the subject or he should secure preparation through attending summer sessions or at least workshops in basic business education. Each summer, many universities offer methods courses in teaching Business.

EVALUATING THE BASIC BUSINESS MATERIALS

In addition to an excellent textbook which must be adaptable to the grade level of the class, the teacher will need supplementary materials. These additional books, pamphlets, and magazines may form a classroom library or may be kept in the school library, whichever method best meets the needs of the school. The principal will greatly aid the basic business teacher if he permits a reasonable sum to be placed in the school budget to purchase a considerable quantity of available additional material to make basic business teaching more meaningful. A basic business teacher ought to acquire and the principal see to it that he has the following two publications: *Catalog of Free and Inexpensive Teaching Aids for High Schools* by the Consumer Education Study, National Association of Secondary-School Principals, National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C.; and *Free and Inexpensive Learning Materials*, published by the Division of Surveys and Field Services, George Peabody College for Teachers, Nashville, Tennessee. In these two catalogs on free and inexpensive materials the basic business teacher will find many useful pamphlets and booklets. Pamphlets such as the *Consumer Education Series* from the Consumer Education Study, *Facts* from the Better Business Bureau, *Better Buymanship* from the Household Finance Co., the PAP are especially suitable.

More and more visual aids are available in the basic business area. Sources of films may be obtained from lists prepared by magazine editors, state departments, and teachers' manuals, but one of the most concise and complete lists is the catalog from Business Education Films, 104 West 61st Street, New York 23, New York. The list contains all the *Coronet* films in business education.

EVALUATING THE BASIC BUSINESS ACTIVITIES

In general, the teaching of basic business subjects resembles the teaching of social studies more than it does the teaching of the vocational business subjects of shorthand, typewriting, and bookkeeping. In these skill sub-

jects, repetition is the primary need to gain speed and accuracy. In basic business courses, attitudes, emotions, and basic concepts are desired outcomes.

Activities of many kinds are suggested in textbooks, teachers' manuals, and magazines published especially for business teachers. The *NBEA Forum* devotes one of its issues each year to basic business education and has at least one article devoted to this area in each issue. The most recently published group of activities found in *American Business Education Yearbook*, Volume VI, may be suggested to the teacher who is not familiar with them.

A brief list of questions may serve as a checklist for the principal in evaluating the activities of the basic business teacher:

1. Does he urge his pupils to use other materials than the textbook?
2. Does he use audio-visual aids?
3. Does he provide for activities to keep the pupils informed about current economic events?
4. Does he consider economic situation activities in the home?
5. Does he provide for activities to co-ordinate the school work with the economic life of the community?
6. Does he believe that the pupils learn in other ways than by reading, writing for, and listening to the teacher?
7. Does his classroom show evidence of activities through a display of projects, notebooks, charts, etc.?

EVALUATING THE EFFECTIVENESS OF THE BASIC BUSINESS PROGRAM

The first part of this article deals with the evaluation of the teaching of basic business education. But what may seem to be good teaching does not always result in satisfactory pupil achievement. The principal, then, has another responsibility in evaluating his basic business program. That responsibility is to ask to what extent the potential goals of basic business education are being achieved. A positive answer, actually based on a real attempt to provide legitimate evaluation, should encourage continued activity of the same type that has been followed in the past. At the same time, a positive answer should serve as a point of departure for improving future activities.

The informed principal also finds that adequate evaluation of the effectiveness of basic business education may result in a negative answer to the question asked in the preceding paragraph. It may be that desirable goals are not being achieved. When it is obvious that this is true, it is time to find out why, and then to make provision for a better program in the future. Is the teacher the cause of the ineffectiveness of the program? Are the materials used such that they lead to unworthy outcomes? Are the activi-

ties of the teacher and class of a nature that will not build basic business understandings, skills, and attitudes? These are only a few of the important questions that must be answered when an adequate program of evaluation is attempted and results are found to be ineffective. There is little justification for criticizing basic business education as an area of learning until such evaluation has been made objectively and thoroughly. A re-examination of effective teaching procedures, as given earlier, may be the answer.

THE PRINCIPAL ASKS FOR EVIDENCE OF ACHIEVEMENT

A major step to be taken by the principal in evaluating the basic business program is to call for data which will show achievement in terms of the goals which have been set for the school involved. These data may take the form of achievement as it relates to subject matter, application of principles in practice, and pupil attitudes.

Subject matter achievement in basic business understanding is easily obtainable. From the principal's point of view, he should primarily be concerned with how much pupils know at the end of their contact with basic business topics as compared with what they knew when first introduced to this material. This means that, for evaluation purposes, the principal has a right and a duty to ask for pre-testing and post-testing data which will enable him to determine the success of the subject matter phase of basic business learning.

The principal finds it difficult to secure data about basic business achievement in terms of application of business principles in practice and in terms of the development of pupils' attitudes. This is a weakness of all evaluation programs. It is not confined to business education in general nor to basic business in particular.

The principal often finds that teachers do not have information about application of principles. However, the fact that it is not available does not mean that it cannot be secured. Here, again, the principal, acting in a supervisory capacity, can encourage its collection. The fact that information of this type is needed and requested should, in itself, encourage teachers to study, collect data about, and evaluate what they have been doing to develop desirable attitudes and to train adolescents to apply what they have learned.

Evaluation is not a simple process. It may take relatively long periods of time. It may require hard work. It may end in considerable subjectivity. On the other hand, if basic business is a necessary part of the learning of all pupils, and it is, the learning that is more important is that of application in practice and of the development of desirable attitudes rather than subject matter memorized from the textbook.

Space does not permit a full discussion of the "how-and-why" elements involved in securing data relating to application in practice and attitude development in basic business. It may be helpful, however, to outline some of the techniques which the teacher may use and the principal may ask for in evaluating his program. A partial list of such techniques follows:

1. Pre-tests and post-tests dealing with pupil *opinion* of economic, consumer, and personal relationships
2. Anecdotal records
3. Follow-up studies of attitudes and applications of graduates learning
4. End-of-program analyses of notebooks, reports, exhibits, *etc.*
5. Interviews with businessmen as individuals or as business advisory committees
6. Individual self-evaluation by pupils
7. Teacher-appraisal of pupils
8. Attitude and interest scales

After becoming thoroughly familiar with the objectives to be reached by a basic business education program and after examining the evidence presented by business teachers, the principal should decide to what extent the pre-determined goals have been reached.

THE INFORMED PRINCIPAL LEADS IN IMPROVING BASIC BUSINESS EDUCATION

Once conclusions have been reached, there is a final step to be taken. The principal, in his capacity as a supervisor and administrator, should recognize the implications to be drawn from his findings. He should make every effort to encourage points of strength and to improve those elements of the program which are obviously weak. He should ask himself, among others, such questions as the following: Are the weaknesses due to faulty teaching? Does the teacher violate procedures outlined in the first part of this article? If so, how can the teacher be helped to improve? Are the weaknesses the result of inadequate training given by teacher training institutions? What is the best and most direct way to secure a solution to the problem of inadequately trained teachers? What is my part in the solution?

Merely asking questions of the type suggested has little value unless the answers are implemented. The administrator can play an important part in this implementation. As a final statement, evaluation should not be a matter to be tried today and put away tomorrow. It should be a continual process. Basic business education will be vital and good education only to the extent that administrators and business educators continually keep their educational fingers on the pulse of our times.

CHAPTER XXIII

How Does the Principal Evaluate the Effectiveness of the Teaching of Distributive Occupations?

JOHN A. BEAUMONT

STATEMENT DESCRIPTIVE OF THE TERM DISTRIBUTIVE OCCUPATIONS

FOR the purpose of delimiting this discussion, the following definition of the term distributive occupations has been accepted: "Distributive occupations are defined as those followed by workers directly engaged in merchandising activities or in contact with buyers and sellers when (1) distributing to consumers, retailers, jobbers, wholesalers, and others the products of farm and industry, or (2) selling services, managing, operating or conducting a retail, wholesale, or service business."¹

Further, distributive occupations subjects are defined as "vocational subjects taught in part-time and evening schools and classes to persons engaged in distributive occupations or under certain conditions to those who are preparing to enter distributive occupations. Such subjects are those which (1) increase the skill, knowledge, and ability of workers already employed in a specific distributive occupation, (2) prepare workers in a distributive occupation for changing to a related kind of work in another distributive occupation, or for promotion to positions of a higher occupational level, (3) prepare workers employed in nondistributive occupations for entrance upon and success in a distributive occupation."²

In accepting these definitions, it is not intended that this discussion shall apply only to those distributive occupations programs which are reimbursed from Federal funds. However, it is assumed that this discussion does refer only to educational programs that have a vocational objective in that they prepare, or increase the abilities of, persons engaged in a distributive occupation.

¹ *Vocational Education*, Bulletin No. 1, General Series No. 1, Revised, 1947, Washington, D. C.: Federal Security Agency, U. S. Office of Education.

² *Ibid.*

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BASIC PROGRAMS PROVIDING TRAINING FOR DISTRIBUTIVE OCCUPATIONS

1. Co-operative part-time programs where pupils in the secondary school spend part of the day in school and part of the day in a selected training station, thereby learning a vocation through the co-operative effort of the school and the business community.
2. Continuation school programs where pupils return to school one day per week to receive instruction related to their occupations.
3. Part-time extension programs where out-of-school youth and adults return to school during part of the working day to receive instruction directly related to their occupations.
4. Evening extension programs where out-of-school youth and adults return to school outside of working hours to receive instruction related to their occupations.

AIMS AND OBJECTIVES OF A DISTRIBUTIVE OCCUPATIONS PROGRAM

Haas listed the aims and objectives of education for distributive occupations maintained at public expense as follows:

1. To raise the educational level and occupational efficiency of distributive workers through planned vocational training of both beginning and veteran salespeople.
2. To enable distributive workers, particularly salespeople, to satisfy needs of consumers intelligently, efficiently, and agreeably through their knowledge of merchandise and the wants of customers.
3. To offer training in modern business methods so that the efficiency of operation of distributive businesses may be increased and costs reduced. This will result in an increased profit to distributors, increased savings to consumers, and in a greater stabilization of the distributive system.³

PROCEDURES FOR EVALUATING A DISTRIBUTIVE OCCUPATIONS PROGRAM

In approaching the subject of evaluation, we might accept the statement of Pope, "The broad determinants of success in distributive education, as in any school subject, are: (1) the general conditions under which it must develop, (2) the acceptance it is accorded and the care with which it is organized in the school and in the community, (3) the instructional program, and (4) the provisions for securing its future." Further, Pope stated,

³ Haas, Kenneth B., *Vocational Division*, Bulletin No. 205, 1939, Washington, D. C.: Federal Security Agency, U. S. Office of Education.

⁴ Pope, John B., "Planning a Co-operative Program in the Distributive Occupations" *The Bulletin*, March, 1945, Volume XXIX, No. 129, pp. 80-89, Washington, D. C.: National Association of Secondary-School Principals.

"Hope of progress must be based upon four assumptions: (1) that the principal believes in a curriculum properly balanced between general and vocational education and be earnest in advocating a sound program in distributive occupations, (2) that there is, and will continue to be, a need for the program in the community, (3) that enrollment in the classes is the result of sound guidance in the school, and (4) that parents, business leaders, and school administrators evince genuine interest in supporting the program."⁵

To enable the principal to evaluate a distributive occupations program, it has been decided to set up a basic list of factors which are generally accepted as important criteria in the evaluation of a program. These factors will be further sub-divided into various topics. A list of questions which should merit a favorable reply will be appended to each topic.

CO-OPERATIVE PART-TIME AND CONTINUATION-SCHOOL PROGRAMS

Procedures for the evaluation of the co-operative part-time program and the continuation-school program will be discussed first. However, many of the points discussed in this area will be equally applicable to part-time extension and evening extension programs. The factors to be considered in evaluating these programs will be discussed under the following headings: (1) Administration, (2) Selection and Placement, (3) Instruction, (4) Co-ordination, (5) Follow-up, (6) Public Relations.

Administration. The school administrator will have many of these functions to perform in a distributive occupations program.

1. Development of a statement of the objectives of the program

Has a clearly written statement of objectives been developed?

Were these objectives developed as a co-operative effort of employers, employees, educators, consumers, parents, and other increased groups?

Is the program evaluated at frequent intervals in terms of these objectives?

Are the objectives adjusted to meet changing conditions in the community?

2. Selection of the Co-ordinator

Does the co-ordinator have the personal qualifications, experience, and training to bring effectively together business and educational groups?

⁵ Pope, *op. cit.*

Does the co-ordinator have professional and technical training in the field of distributive occupations?

Is the co-ordinator occupationally competent in one or more phases of the distributive field?

Does the co-ordinator have a belief in and an understanding of the place of distributive occupations in the economic system of a democracy?

Is the co-ordinator respected as a teacher and a faculty member by pupils and faculty?

Is the co-ordinator considered well informed in professional and technical matters by members of the business community?

Is the co-ordinator an active participant in school and community affairs?

3. The Curriculum Organization

Is the distributive occupations program an integral part of the curriculum?

Are pupils given an opportunity to take preparatory courses in this field?

Do pupils have an opportunity to elect the distributive occupations program and also meet graduation requirements?

4. Classroom and Equipment

Does the classroom have adequate working space, approximately twenty-five to thirty-five square feet of floor space per pupil?

Does the classroom have facilities for participation learning, *e.g.*, display window, display cases, wall cases, wrapping counter, and similar equipment?

Are there individual tables and chairs to permit various classroom activities, including individual and group projects and similar activities?

Does the classroom have adequate blackboards, bulletin boards, files, and library facilities for reference books and periodicals?

Are there storage facilities for display materials and other equipment that are used at frequent intervals?

Is there provision for conference space where the co-ordinator and individual pupils can confer regarding personal problems?

5. Special Aspects of the Program

Does the pupil receive school credit for training received in a training station as part of the co-operative program?

Does the pupil receive a monetary wage for the time he is employed in a training station?

Is the co-ordinator allowed time for co-ordination which will permit him to conduct the activities listed under "Co-ordination"?

Is the class enrollment limited sufficiently to provide adequate time for individual instruction?

Is the class scheduled at a time that will permit pupils to obtain experiences in a training station either in the morning or the afternoon?

Is provision made for pupils to obtain adequate on-the-job training in a selected training station?

6. Advisory Committees

Has the administration appointed a general advisory committee and special advisory committees where needed?

Are these advisory committees composed of individuals who represent such groups as employers, employees, educators, parents, and other interested community groups?

Are these advisory committee members interested in a distributive occupations program?

Are the duties of these advisory committees confined to counseling and advising the school?

Are the school administrator and the co-ordinator members of each advisory committee?

7. Evaluation Activities of the School Administrator

Does the school administrator visit the classes?

Does the school administrator occasionally accompany the co-ordinator on his co-ordination visits?

Does the school administrator counsel with the co-ordinator, and require periodic reports concerning his activities?

Does the school administrator check with business representatives, faculty members, community groups, and pupils relative to the effectiveness of the program?

Does the school administrator require the co-ordinator to prepare frequent follow-up studies of pupils who have been enrolled in the program?

Do the school administrator and the co-ordinator use the services of the state education department in evaluating and in improving the program?

Selection and Placement. The selection and placement of pupils will be the primary responsibility of the co-ordinator, but this activity will also require co-operation with other school departments and the employers.

1. Securing Information about the Pupil

Does the co-ordinator have access to, and use, complete pupil records including tests, grades, attendance and health records, and other available data?

Does the co-ordinator seek the advice and counsel of the guidance counselors in his efforts to secure information about pupils?

Does the co-ordinator secure information about prospective pupils from other teachers in the school?

Does the co-ordinator investigate previous work experience of prospective pupils?

Does the co-ordinator co-operate with the placement officers and deans by keeping them informed as to the job opportunities in the business community?

2. Development of Occupational Information

Does the co-ordinator arrange for the collection of occupational information regarding distributive occupations?

Is this material available to interested pupils and faculty?

Is occupational information included in preparatory courses?

3. Counseling with Pupils

Do prospective pupils have an opportunity to counsel with guidance counselors and the co-ordinator?

Do pupils have an opportunity to learn about their individual abilities in relation to the requirements for success in a distributive occupation?

Are pupils counseled to enter a distributive occupations program on a basis of their abilities and interests?

4. Criteria for the Selection of Training Stations

Is there a written statement outlining the criteria by which training stations are selected?

Do these criteria provide for the pupils' moral and physical welfare?

Is the occupation desirable as a career for a pupil?

Will the training station provide well-organized learning situations that will serve to develop the pupil both as an efficient producer and as a person?

5. Training Agreement or Memorandum

Is there a training agreement which defines the responsibilities of the business establishment and the school?

Is this training agreement acceptable to the pupil, his parents, the school, and the employer?

6. Placement of Pupil in Regard to Ability and Interest

Is the pupil placed in a training station that offers a challenge to his abilities and interests?

Are pupil records used effectively to assure that pupils are placed in job situations in which they can achieve a measure of success?

Instruction. The instruction will be the responsibility of the co-ordinator. However, other teachers, persons engaged in distributive occupations, and other specialists may be frequently used in the classroom instruction. The instruction given on-the-job will be the joint responsibility of the co-ordinator and the individual or individuals assigned this responsibility in the training station.

1. Classroom Instruction

Are a variety of teaching methods used, *e.g.*, conference, discussion, lecture, supervised projects on an individual or group basis, *etc.*?

Are visual aids used frequently and effectively?

Does the co-ordinator use the blackboard effectively?

Are bulletin boards used as a teaching device?

Is there good rapport between the co-ordinator and the pupils?

Are the pupils permitted to assist in planning and developing learning experiences?

Are the pupils encouraged to contribute materials, information, and other aids?

Are pupils permitted to participate in the evaluation of the instruction and thereby contribute to the progress of the program?

Is an effort made to present basic background information, skills, and attitudes that are common to all distributive occupations?

Does the co-ordinator vocationalize the instruction by providing instruction for each pupil directly related to his specific occupation?

Are the learning situations and the standards of achievement comparable to accepted business practices?

Is remedial teaching given on a basis of individual pupil needs?

Does the learning situation give evidence of planning, organization, and good management?

Are adequate records of pupil progress available, and are they used in developing the instructional program?

Does the co-ordinator periodically evaluate the classroom instruction?
Does the exceptional pupil have an opportunity to progress according to his special abilities?

Is the instruction geared to develop the individual as well as to provide information and skills?

2. Instructional Materials

Are instructional materials current and do they follow business practices?

Have current instructional materials been collected for the various areas of distribution, *e.g.*, restaurant, shoes, hosiery, hardware, *etc.*?

Are these materials used in providing pupils with specific information directly related to their occupations?

Is there a library of current periodicals in the field of distribution available in the classroom for pupil use?

Does the co-ordinator use a job analysis of each pupil's job as a basis of organizing individual instructional material?

Does the co-ordinator obtain instructional materials from the co-operating employers?

If a basic text is used, are other texts available in the classroom for reference?

Does the co-ordinator have a well-organized basic course of study?

Does the co-ordinator have organized courses of study for each specific occupation in which pupils are placed?

3. Instruction On-the-Job

Has a job analysis been developed of each pupil's job, and is this job analysis used as a basis for instruction on-the-job?

Does the co-ordinator assist the employer or his designated sponsor in developing a learning situation on-the-job?

Has the co-ordinator made available short courses in teaching methods for co-operating employers and the sponsors of the pupils?

Is the instruction on-the-job evaluated and graded periodically?

Does the co-ordinator assist the employer in preparing an evaluation of the on-the-job instruction?

4. Special Activities

Is there a distributive education club which provides an opportunity for the development of leadership, responsibility, and an understanding of and a participation in group activities?

Are pupils permitted to carry on the activities of the distributive education club with a minimum of direction from the co-ordinator?

Co-ordination. The co-ordinator, through his activities in teaching and in supervising the work of the pupil in the training station, must bring about a harmonious relationship which promotes the welfare and the progress of the learner. Co-ordination is a key activity of the program and serves to adjust, co-ordinate, and combine the school instruction with actual job experience so that both have approximately the same learning value and motivating power in the educational process for developing efficient work and life values.

1. Time

Does the co-ordinator have sufficient time for co-ordination? Is co-ordination time used only for co-ordination purposes? Does the co-ordinator plan his co-ordination time and develop a schedule which is followed to a reasonable extent?

2. Activities

Does the co-ordinator visit each training station periodically?

Does the co-ordinator contact the pupil's immediate supervisor to determine pupil's progress?

Does the co-ordinator contact the employer and other members of management with whom the pupil works and learns in order to determine the pupil's progress?

Does the co-ordinator assist the employer and his representatives in planning the training of the pupil?

Have the co-ordinator and the employer developed a comprehensive job analysis of the pupil's job?

Does this job analysis reflect current changes in the pupil's job activities?

Is the pupil's progress checked in relation to the job analysis?

Does the co-ordinator observe the on-the-job activities of the pupil?

Does the co-ordinator obtain information about the pupil from experienced employees working with the pupil?

Does the co-ordinator learn about new practices in the distributive trades?

Does the co-ordinator visit the home of each pupil to secure a better understanding of the background and needs of the pupil?

Does the co-ordinator use information obtained in co-ordination activities to adjust satisfactorily problems that arise relative to the program?

3. Reports

Does the co-ordinator keep accurate reports of co-ordination activities?

Is this report presented to the school administrator periodically?

Does the co-ordinator file information about each pupil in a cumulative record?

Is this record used as a basis of classroom instruction and conferences?

Follow-Up. The co-ordinator should have a plan to follow up and record the results of the distributive occupations program.

1. Follow-up Records and Activities

Does the co-ordinator have an organized program of follow-up?

Does the co-ordinator have a record of former pupils?

Does the co-ordinator counsel with former pupils?

Are visits made to establishments employing former pupils?

2. Recommendations and Future Activities

Is the program adjusted to the findings of the follow-up program?

Are adult classes made available for upgrading former pupils?

Are recommendations made for curriculum developments as a result of findings in the follow-up studies?

Are follow-up studies recorded and reported to the school administrator, faculty, and the advisory committees?

Public Relations. Public relations activities are an essential part of a program which operates co-operatively between the school and the business community. Further, a distributive occupations program is relatively new, and all groups in the community and the school must be informed about its function in the school program and its contribution to the community, if the program is to be accepted and appreciated by the public. These public relations activities will be the dual responsibility of the school administrator and the co-ordinator.

1. Activities Outside the School

Has the program been presented effectively to various employer and employee groups in the community?

Has the program been discussed at meetings of various educational groups in the community?

Have businessmen been invited to assist the school in presenting to lay groups an understanding of distributive occupations?

Have parents of pupils been acquainted with the program?

Are various publicity *media*, such as newspapers and radio, used to present the program to the public?

Has the distributive education club sponsored joint employer-employee dinners and other activities of a like nature?

Have the services of leaders in business and education been used to present the program to community groups?

2. Activities in the School

Do the teachers understand and appreciate the program?

Do the pupils have an opportunity to learn about the program?

Are the guidance counselors informed about the place of the program in the total school program?

Are the activities publicized in school and local publicity *media*?

3. Attitude Toward the Program

Are the program and the pupil held in good repute by the business community, the school, and the parents?

Does the co-ordinator make every effort to improve the community attitude toward the program?

PART-TIME AND EVENING EXTENSION PROGRAMS

The part-time extension and the evening extension programs are developed primarily for adults, and evaluation procedures must be adapted to situations which normally influence adult education. The adult pupil is not required by law to be in school and will rightly demand that adult courses provide him with information and skills that may be readily transferred into actual job situations which he is meeting in his daily work. Many of the points discussed under the co-operative part-time and continuation school programs may be adapted to the adult program; however, certain specific points will be discussed which relate more directly to adult education. The factors to be considered in evaluating adult programs will be discussed under the following headings: (1) Administration, (2) Instruction, (3) Public Relations.

Administration

1. General Administrative Functions

Have the adult training needs of the community been established by a survey or other procedure?

Is the program flexible enough to meet the needs of various groups in the community?

In the development of the program, is it recognized that adults have specific training needs that may be served in short unit courses, as well as courses organized for the full school term? For example, a course might be offered in Hardware Sales, or a more specific course might be offered in Paint Sales.

Does the program offer training opportunities in the broad area of distributive occupations?

2. Personnel

Has the responsibility for developing and organizing the program been delegated to a qualified supervisor?

Are the instructors well qualified by training and experience in the field in which they are giving instruction?

Do the instructors have the respect of the employers and employees in their field of work?

Are the instructors provided with teacher training in adult education methods?

3. Classroom and Equipment

Are adult learning situations available, *e.g.*, tables and chairs that lend themselves to conference and discussion groups?

Are community resources used for specific training, such as local store windows for display training, *etc.*?

Is equipment available for the use of audio-visual aids?

4. Special Aspects of the Program

Is the class well attended?

Do pupils enroll in other courses in the program?

Are the pupils enthusiastic about the adult program?

Do the local employer and employee groups react favorably to the adult program?

Are there requests for additional courses?

Are enrollment procedures relatively simple?

Are the classes conducted without expense to the pupil?

5. Advisory Committees

Are advisory committees appointed by the school administrator to assist in the development of the adult program?

Do the advisory committees assist in preparing the program?

Are special advisory committees used to assist in the development of the course of study?

Are advisory committees active in the promotion of the program?

Instruction

1. Classroom Techniques

Are adult education methods, such as conference and discussion techniques, used effectively by the instructors?

Are visual aids made an important part of the instructional program?

Is there good rapport between the instructor and pupils?

Does the instructor evidence an understanding of the needs of the pupils?

Does the instructor recognize the abilities and knowledge of individual pupils?

2. Instructional Program

Do the pupils participate in the organization of the course of study?

Is the course of study geared to the immediate needs of the pupils?

Does the instructor recognize that the instructional program may be primarily an organization of information that is already possessed by individual members of the group?

Is the subject matter concise and well organized so that it may be presented in a reasonable time?

Are community resources, such as experts in the field, and local businesses used to present modern techniques in distribution?

Are classes scheduled at times that are convenient for adult pupils?

Public Relations

1. Promotion

Is the development of the adult program a community-wide activity?

Are publicity *media* used effectively to inform the community about adult training opportunities?

Do various employer and employee groups assist in the promotion of the program?

2. Follow-up and Evaluation

Does the school carry on follow-up studies to determine the results of the adult program?

Are the results of these studies used in the further development of the program?

Are the studies published and made available to community groups and other interested individuals?

Evaluation techniques will not apply equally well to all communities that conduct distributive occupations programs. It has been suggested that each program should have a written statement of aims and objectives which should reveal the major emphasis of that particular program. The suggested evaluation devices will have to be used in relation to the aims and objectives of each program, and, therefore, the degree to which each suggested question is met will depend on local conditions. The fundamental of evaluation is to find an answer to the question, "How are we doing?" The answer to this question should reveal the progress of the past and should indicate the path that is to be followed in the future.

CHAPTER XXIV

How Does the Principal Evaluate the Effectiveness of the Teaching of Clerical Practice?

GERTRUDE ROUGHSEDGE

HIGH SCHOOL principals have, in general, recognized the need for specialized preparation for jobs in the field of bookkeeping, stenography, and selling. Business educators and principals alike have, however, been remiss in providing a vocational program for that other large group of workers in business who do not fall into the preceding categories. It is true that many stenographers, bookkeepers, and even sales people do general clerical work along with their other duties, but it is also true that many office jobs require no stenography or bookkeeping and that many jobs in stores are nonselling in nature. Among the jobs general clerical workers perform are: filing, indexing, typewriting of forms and reports, computing both by hand and by machine, making hand-written reports and filling in hand-written forms, operating various office machines, acting as receptionists, and assisting with records of all kinds. A program of business education that does not prepare young people for general clerical duties in stores and offices is failing to meet the needs of large numbers of pupils and employers.

Some general clerical programs have been organized on the assumption that those who do not have the intelligence to do the traditional work in stenography, selling, or bookkeeping should be programmed in the general clerical curriculum. There is some justification for recommending the general clerical curriculum for those who do not do well in stenography, selling, or bookkeeping, but to use that as the sole criteria for selection of pupils is not sound. Clerical duties may require a different set of abilities from those of the stenographer, salesperson, or bookkeeper, but pupils with high abilities will often find faster promotion and more opportunities for advancement in general clerical duties than in the traditional office and store fields.

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WHAT DOES GENERAL CLERICAL PREPARATION INCLUDE?

The high-school principal who wishes to evaluate the present program of clerical preparation or who wishes to inaugurate a program will be able to use the following questions in evaluating or planning a program. A positive answer in every case is assumed.

Is each general clerical worker prepared in some specific skill which he can perform at a standard required of business? These skills may include the ability to operate a specific office machine, to file, or to typewrite.

Does the clerical worker have good basic skills in simple arithmetic?

Can the clerical worker write legibly and rapidly?

Does the clerical worker have good work habits?

Is he aware of the importance of accuracy and speed in his work?

Does he have an awareness of what goes on in a business office?

Is he having experiences in school which help him to learn how to work with others?

Is the general clerical class organized to simulate an actual office.

Is the general clerical worker aware of the variety of office work which he may be called upon to perform?

Do the pupils and teachers know what standards of production are required in the specific skills they are perfecting?

Does the program recognize that persons of varying degrees of ability succeed in office positions?

Does the teacher know that certain office positions require people who like to do routine tasks and that in general these repetitive tasks can be performed by persons who are generally classed as slow learners?

Does the teacher recognize that it takes a slow learner a much longer time to perform certain repetitive tasks than a rapid learner?

Does the school provide an adequate amount and variety of materials for the teacher to do a satisfactory job?

Does the school provide an adequate variety and a sufficient quantity of office machines and equipment, including typewriters, so that pupils with aptitudes on machines may become proficient on the typewriter as well as one additional machine or filing system?

TEACHING METHODS

The variety of jobs classified as general clerical is so great that it becomes necessary for the teacher to have classes small enough so that individual instruction can be given on most phases of the program. The basic phases of the program may be conducted by group instruction. These include

basic arithmetic skills, handwriting, typewriting, spelling, and record keeping. Every pupil in the general clerical curriculum should not be expected to know how to operate all of the office machines or to do filing. In large centralized schools those pupils who show aptitude for certain machines may be grouped for instruction, although individual instruction will be needed in most schools for this specialized phase of the clerical program.

Some schools have been notably successful in setting up general clerical programs. The method of teaching in these schools often centers around a model office situation with as near real activities to be performed as it is possible to construct. Under the model office plan, each pupil in the class performs some task that would be found in a well-organized office. This task is related to a series of events that would be going on in an office. There is a telephone, often a switchboard, stenographic work to be done, bookkeeping duties to be performed, typewriting, computations to be done both by hand and on machines, files to be maintained, letters to be written, cash to be handled, business forms to be filled out, callers to be met, mail to be received and dispatched, telegrams to be sent, and all the other great variety of activities that go on in a modern office. As each pupil becomes proficient in one phase of the work of the office, he exchanges place with another fellow pupil. Thus he learns to perform many tasks. The most able pupils in the class learn most of the activities, while the less able pupils tend to remain at a few tasks until they become expert in them.

An integrated office plan of this kind requires a great deal of planning and direction by the teacher. The school administrator should recognize that small classes and sufficient equipment are imperative for the operation of such a program. But this instruction is much less expensive than that found in most school shops. Schools which have had experience in operating a program of this type have found that placement of pupils in jobs has been excellent and that business firms who employ these workers have expressed satisfaction with the program.

RECORD KEEPING IN THE GENERAL CLERICAL PROGRAM

Record keeping is such a broad term that it becomes difficult to discuss the program of the general clerical curriculum without coming to some understanding of what the term means. Record keeping must not be confused with bookkeeping or accounting. The bookkeeper is, of course, involved in record keeping and so is the accountant. The bookkeeper and the accountant, however, keep records which in turn are used to analyze the results of the operation of a business. Record keeping, as applied to the work of the general clerk, consists of recording information on business

forms and keeping stock records to show the person in charge of the department what is on hand and what is needed. The general clerk may also keep certain time records for use in making up pay rolls. He may keep records of salesmen's activities such as mileage, traveling expenses, and the like. These illustrations serve to show that the record keeping of the general clerk is *not bookkeeping*. Although bookkeeping is not required by the general clerk, he may well profit from a study of the subject.

HANDLING OF MATERIALS AND ORGANIZING FOR WORK

Studies have shown that the general office clerk's duties often involve the handling and processing of materials such as stuffing envelopes, arranging materials for filing, sorting business forms alphabetically or numerically, preparing mail for dispatch, opening and sorting mail, and the like. Pupils do not learn efficient handling of materials except by constant practice and specific instruction. One of the major aspects, then, of any general clerical program is that of having sufficient practice in organizing work and in handling materials common to office situations.

DEVELOPING EFFECTIVE WORK HABITS AND PERSONAL TRAITS

The general clerk, like all other office and store workers, is often judged by the attitudes and traits he brings to the job. The development of these in the general clerical program are no different from those discussed in other phases of the business education program. Suffice it to say that the class must be organized to provide the teacher with ample opportunity to observe pupils at work under their own initiative and in situations where they must work harmoniously and in a businesslike manner with others.

SUMMARY

The general clerical program in a high school is a realistic approach to preparing young people for positions they are likely to secure when they leave school. The business education department which offers general clerical preparation along with stenography, bookkeeping, and distribution is the department that is meeting all the needs of those who plan to work in business. Which of these four curricula should receive major emphasis depends upon the conditions of the community which the school serves.

The chief warning to be sounded in the development of the general clerical program is that it must not be so general that the pupil has nothing which he can offer to the employer in the way of specific skills. Employers want employees who can do specific skills at a specified standard. The employee who says he can do anything is looked upon with suspicion. The employee who says he has general skills is equally at a disadvantage.

News Notes

VISUAL AID FOR TEACHING TYPING.—*Right—at the Start*, a new authoritative film designed to assist teachers in instructing beginners in basic typewriting techniques, has just been produced by the Royal Typewriter Company. This demonstration film represents a planned course in basic typing arranged in 19 sequences for intermittent projection through a two-to-three week period in beginners' typing classes. Correct usage of the major operative parts of the typewriter, a series of location drills, and a motivation narrative are included in the film. Unique close-up shots graphically show the proper use of machine controls, key-stroking, and key-location.

The special camera effects employed during the drills are intended to aid the memory and attention of the pupils. The drills were planned to develop kinesthetic control of the keyboard and to instruct in correct stroking methods. During each drill the student types along with the screen demonstrator in a darkened room. Each letter or character to be typed is called by a teacher-narrator. Extensive research preceded the filming of *Right—at the Start*. The training procedures presented incorporate methods recommended by leading typing specialists as best for beginners.

The Royal supplementary teaching aid is a 16-millimeter, black and white sound film produced in six reels. Each sequence of the film runs from two to nine minutes. Prints are available for rental at a rate of \$18.75 for a period of two or three weeks, or for sale at \$99.68. Cost of rental will be applied against the purchase price if the renter decides to purchase immediately following the rental period. For further information on *Right—at the Start*, write School Department, Royal Typewriter Company, Inc., 2 Park Avenue, New York 16, N. Y.

FREE MATERIALS ON OCCUPATIONAL OUTLOOK.—School officials, counselors, and vocational teachers may be interested in the long-range employment outlook in each occupation, training required, earnings, and working conditions prepared for use in vocational guidance. The publications, including wall charts, occupational outlook summaries, and other free materials are available to schools and counselors free of charge (as long as supplies last) and may be obtained by writing to the U.S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook Branch, Washington 25, D.C. The Bureau of Labor Statistics will be glad to send each future *Summary*, as it comes out, to any teacher, school official, or counselor who may ask to have his name placed on the Occupational Outlook list.

THE INFORMATION FILM.—Films are perhaps the most powerful method of communication open to educational agencies today, with the possible exception of television, according to a new survey published today by the Twentieth Cen-

tury Fund and the Public Library Inquiry, through the Columbia University Press. "Film adds a new dimension to enlightenment and education just as printing did in the fifteenth century. It also adds a new dimension to art, entertainment, science, and human relations," states the releases from *The Information Film*.

The survey, which was directed by Gloria Waldron, a member of the Twentieth Century Fund's educational staff, is the first attempt to examine the entire field of the adult information film, the educational "movies" known usually as sixteen-millimeter or nontheatrical films. Evans Clark, Executive Director of the Fund, says, "*The Information Film* makes a real contribution toward understanding films and their use by adult groups, schools and colleges, churches, libraries, business firms, and organizations of all kinds. It tells how films are made, and by whom; who uses film; who distributes film; and what are some of the problems and failures as well as future possibilities of the medium.

"The report shows that the major problems are how to get more good documentary, training, information, and art films produced; how to build up adequate local distribution points; and how to build up a wide general audience so that film may play a larger role in adult education and culture," Mr. Clark says.

Miss Waldron summarizes the value of films for educational agencies of all sorts as follows: "(1) the illusion of reality makes the knowledge or information *felt*, adds conviction and depth to the learning process; (2) many fields of knowledge cannot be adequately presented in words or in still pictures or by any method except film; (3) many people who cannot or will not read books and pamphlets, attend classes or listen to lectures, will readily look at informational films; (4) the film focuses group attention more effectively with adults than other techniques do."

The Information Film was sponsored jointly by the Public Library Inquiry and the Twentieth Century Fund. The interest of the Inquiry in the documentary and fact film is natural, because such films are an increasingly important part of the materials that the public library distributes. The Fund's interest in this survey grows out of the fact that it has long been concerned with the use of documentary and information films as one means of disseminating the results of its own research studies of economic problems. The Public Library Inquiry was financed by a grant from the Carnegie Corporation of New York to the Social Science Research Council and was undertaken at the suggestion of the American Library Association.

AIR-AGE WORKSHOP.—The first of a series of education workshops was held last August when the aeronautics commission conducted an air-age workshop on Teachers College campus. This workshop was primarily for student teachers, although anyone on the campus who was interested in the field of aviation was invited to attend, stated Robert P. Brimm, principal of the campus school. On two of the days, those attending the workshop were taken to the airport where

they were able to take airplane rides at the reduced rate of \$1. Materials being used were of different grade levels, and the purpose of the course was to teach instructors how to correlate aviation with various other subjects.—*The College Eye*, Iowa State Teachers College, Cedar Falls, Iowa.

TEEN AGE BOOK CLUB.—Teen Age Book Club selections especially for young readers of junior high-school age are offered for the first time this fall. Teen Age Book Club, started three years ago by Pocket Books, Inc., and now co-sponsored by Scholastic Magazines, has distributed more than 2,000,000 books to young people throughout the United States and its possessions.

Introduction of Teen Age Book Club selections for juniors was recommended by the Editorial Advisory Board of *Junior Scholastic* magazine. They urged the offering of books that appeal to younger readers at the age when some of them start to lose the habit of reading for pleasure. Books for T-A-B CLUB are chosen by a selection committee of leading educators from among the 25-cent books published by Bantam Books, Pocket Books, and New American Library. There will be some duplications in the junior and senior T-A-B CLUB offerings, but the junior selections will include only books which appeal to younger readers.

T-A-B CLUB reading is not assigned reading in the schools—it is reading for the joy of it. Young people organize their own clubs and make their own selections from the titles which are announced each month in their copies of *Junior Scholastic* and *Senior Scholastic*. For every four books which a pupil purchases, he receives one free dividend book. There are no club dues or obligations, and the books cost the pupil only 25 cents each. More than 4,400 T-A-B CLUBS were organized by high-school pupil groups last year, and early fall indications point to an increase this year. Advance inquiries from junior high-school pupils and their teachers assure an equally strong development among younger readers.

SAFE DRIVER TRAINING COURSES.—A sharp upsurge during the past year in the number of high schools throughout the country which teach motor vehicle safe driver training courses, reflecting a rapidly growing public awareness of the need for reducing street and highway accidents, has been reported by the Association of Casualty and Surety Companies. At the same time, the underwriters' organization, which maintains a close watch over motor vehicle accident statistics, announced that a board of leading educators and safety specialists had selected seventeen states to receive awards for outstanding achievements in advancing safe driver education in their high schools. The states selected for this recognition are Arizona, California, Connecticut, Delaware, Illinois, Indiana, Massachusetts, Michigan, Minnesota, New Jersey, North Dakota, Oklahoma, South Carolina, Texas, Washington, West Virginia, and Wisconsin.

The official reports of forty-three states which participated in the award program show that 6,191 high schools in those states offered safe driver train-

ing courses during the 1948-49 school year. This was an increase of nearly forty-four per cent over the 1947-48 figure of 4,307 high schools. During the same period the number of pupils enrolled in the courses rose from 333,017 to 481,723, an increase of forty-five per cent. Equally impressive from the safety specialists' point of view were figures on the training of teachers who will instruct driver education courses. During the past year, 5,744 teachers received this specialized training. Of that number, 2,633 attended 210 special institutes where instruction was given on a short but intensive basis, while 3,111 were trained in 92 college credit courses.

"The reports from the forty-three states which participated in our award program, representing 95 per cent of the nation's population, show heartening progress," said Julien H. Harvey, manager of the Association of Casualty and Surety Companies' accident prevention department. "But we still have a long way to go. Our goal will not be accomplished until every high school in every state adopts driver education as one of the requirements for graduation. When you remember that each year the price of traffic accidents is 32,000 dead, 1,100,000 injured, and \$1,000,000,000 property damage, it is easy to agree that safe driver training in our high schools is quite as important as the other required subjects.

"Credit for the progress that has been made is due to many persons—to the public officials of city, state, and nation who constantly strive to make America safer; to the educators who are showing the way to the ultimate attainment of safe streets and highways; and to the men and women of our country's accident prevention organizations. Accident prevention specialists have long known that we shall not enjoy the fullest degree of safety until we train young drivers before they take over the wheel. The place to do that is in the high-school classroom. It was to encourage the adoption of that principle everywhere that we inaugurated the High School Driver Education Award Program two years ago."

Dr. Ned H. Dearborn, president of the National Safety Council, explained the three classes of awards made by the board of judges, of which he is chairman, as follows: *Superior Award*, given to states which maintain a full course in driver education in at least fifty per cent of their high schools during the preceding school year and have an enrollment of not less than fifty per cent of the eligible pupils, won by Arizona, California, Illinois, Massachusetts, New Jersey, North Dakota, and Wisconsin. *Meritorious Award*, given to states meeting the same standards in twenty-five per cent of their schools with a twenty-five per cent enrollment, won by Connecticut, Indiana, Michigan, Minnesota, Oklahoma, South Carolina, Texas, Washington, and West Virginia. *Special Award*, won by Delaware for offering a comprehensive safe driving course in all of its high schools but having a pupil enrollment of only thirteen per cent because of limited facilities. The awards consist of bronze plaques, which will be presented to the governors of the winning states at appropriate ceremonies.

The Association of Casualty and Surety Companies is now preparing for its third High School Driver Education and Training Award Program, covering the school year 1949-50. Invitations are being sent to the governors of every state to participate.

JAIL ON WHEELS TEACHES LAWS TO AMERICAN YOUTH.—From the *Waterloo Daily Courier*, Detroit, Ed Slavin, former New Haven, Connecticut, sheriff who has been touring the country with his famous "jail on wheels," claims a trip through the "hoosegow" is worth ten "be good" lectures in combating delinquency. Slavin believes that we must prove to youngsters that crime doesn't pay and the best way to do that is to let them see what a jail looks like. A staunch believer that the crime rate can be lowered through realistic education, Slavin has conducted more than 2,000,000 persons through his "jail on wheels" since he started the project. "When a boy sees all the modern criminal-catching equipment on exhibit in my jail, he doesn't need much convincing that crime is a losing game," Slavin asserted.

Slavin started his jail tours at the New Haven jail when he became county sheriff in 1937. More time should be spent keeping youngsters out of jail than putting them in, for sixty per cent of the boys sent to jail come back as second offenders, Slavin states. He pointed out that jails are penalty boxes rather than character builders and should be thought of as such. He states that a lot of people figure that a jail is a panacea for curing a man's faults, but the time to do the correcting is before the man is behind bars. He believes that persons interested in lowering the crime rate should forget the speeches on why Johnny should be a good boy and concentrate their efforts on showing him what will happen if he isn't good.

STUDENTS TAKE TO BUSES TO LEARN SUBJECT.—A classroom on wheels and campuses in several states will be the newest innovation in the college curriculum this year for students at New York University's School of Education. Traveling by bus and visiting colleges throughout the metropolitan area and several neighboring states, members of a new course, "College Tours for Counselors and Parents," will receive first-hand knowledge in the field of pre-college guidance. Under the direction of Dr. Robert Hoppock, Chairman of the Department of Guidance and Personnel Administration, the program is being conducted every Saturday morning from 9:15 A.M. to 1 P.M. The special tours are being held during the fall and spring semesters.

"Colleges are still crowded," Dr. Hoppock said, "and the wise choice of a college, always difficult to make, requires even more knowledge and skill than under normal conditions. This program has been planned to help counselors and parents and will include visits to college campuses to observe facilities and to talk with admissions officers. Tours during the fall include stops at the various branches of New York University, Columbia College, Barnard College, Fordham University, City College, Hunter College, and Cooper Union. During the second semester, visits will be made to college campuses outside the metro-

politan area including such schools as Stevens Institute of Technology, New ark College of Engineering, Rutgers University, New Jersey College for Women, Drew University, Princeton University, Seton Hall College, and Upsala College.

HAVE YOU READ?—A demand by the House Un-American Activities Committee that seventy American colleges submit to it a list of "textbooks and supplementary reading" is described in the September issue of *Harper's Magazine* as an effort to tell the nation's colleges what books their students would be permitted to read. According to the article, the Un-American Activities Committee sought from the colleges lists of books in the fields of sociology, geography, economics, government, philosophy, history, political science, and American literature. The author of the article, Bernard DeVoto, declares that "no part of the government has any power, express or implied, constitutional, statutory, or as yet usurped to control the educational procedures of the colleges."

GEOGRAPHY FILMSTRIPS.—A new series of six full-color *Teach-O-Filmstrips*, "Regional Geography," has just been released by Popular Science Publishing Company, Audio-Visual Division, 353 Fourth Avenue, New York 10, N. Y. Designed for 5th, 6th, and 7th-grade geography and social studies, "Regional Geography" is a Richard Nelson Travelstrip. Underlying purpose of the new *Teach-O-Filmstrips* is to enable pupils to absorb the actual flavor of far-away places while developing understanding of their people. The basic concept is that differing ways of life arise out of geographic conditions. In each strip, the customs, living conditions, occupations, arts, and natural resources of our continental neighbors are shown. Packaged in a sturdy, book-style file box, the six strips are accompanied by a fully-illustrated 36-page *Teaching Guide* which provides a wealth of background data. The entire kit costs \$31.50. It is available from local dealers or Popular Science Publishing Company.

FILMSTRIPS BASED ON LIFE MAGAZINE.—*Life Magazine* announces a new educational service beginning this fall. In October, the editors issued the first of a series of filmstrips in color, based on their researches for *Life's History of Western Culture* articles and on other major essays in science and social history. Full use will also be made of the numerous published and unpublished color transparencies by means of which *Life's* color photographers are recording the world's great masterpieces of art, architecture, and archeology.

Life filmstrips are designed as visual aids to educators, but they are also created with a "noneducational" audience in mind. Four of the first filmstrips to be released this fall are *The Middle Ages*, *Heritage of the Maya*, *The Atom*, and *Giotto's Frescoes of the Life of Christ*, from the Arena Chapel in Padua. For these, *Life's* editors have called upon the resources of American collections of art to augment their own documentation of European collections, and the result is a brilliant synthesis of visual material which is not only colorful to the highest degree but scholarly as well.

The decision on the part of *Life's* editors to provide filmstrips for educational purposes is the result of long study in that field and of the innumerable requests over the years from teachers that *Life Magazine* make available to

them something of the richness of its pictorial resources. *Life's* picture files are the most complete in the United States, containing over 2,500,000 items. This figure does not include the thousands of color transparencies which are being increased weekly. It is the hope of the editors that this reservoir of visual material will, through the medium of *Life* filmstrips, now become accessible to the teachers and students of America.

Life filmstrips will contain an average of fifty frames, and will sell for \$4.50. Extensive lecture notes accompany each subject. Since filmstrips, no less than any other means of instruction, must be carefully wrought to be effective, the editors of *Life* intend to produce only a limited number each year to assure the time necessary to create filmstrips of exceptional quality. Further information may be acquired by writing for the descriptive booklet to *Life* Filmstrips, Time and Life Building, 9 Rockefeller Plaza, New York 20.

TEEN-AGERS URGED TO GET MORE SCHOOLING.—Secretary of Labor Maurice J. Tobin has issued an appeal to teen-agers to go back to school this fall. "Your best weapon in a competitive job market is a good education," he asserts. "You will earn more and be better, happier citizens if you finish school." Secretary Tobin hopes to win the co-operation of governors, mayors, school officials, labor unions, and employers in his effort to keep the advantages of school attendance before the young people of the country. He points out that, if they stay in school, American youngsters will be better fitted for the tasks which await them in the future. He concludes his appeal as follows: "For your own sake and that of the nation, get a good education while you can. We could not have built our industry or our democracy without skilled hands or trained minds. Even during the war, when every available worker was needed at the production front, your brothers and sisters were told to stay in school. You will be serving yourselves and your country best if you go back to school."

AFTER HIGH SCHOOL.—From 40 to 50% of all pupils express real concern about what they should do after graduation day. Their questions cluster around problems of choosing a career, going to college, and finding a job. Some samples from the study are: 59% ask, "How much ability do I actually have?"; 42%, "What are my real interests?" 56%, "For what work am I best suited?"; 33%, "Should I go to college?"; 40%, "What jobs are open to high-school graduates?"; and 35%, "How do I go about getting a job?" Typical of the comments given, the following is cited: "Determining my life's career is my most serious problem. With the draft and the high standards set by qualified colleges, I do not know where I am going or what I am going to do after I graduate from high school."—*Guidance Newsletter* of the Science Research Associates, 228 S. Wabash Ave., Chicago 4, Illinois.

ESTIMATED ENROLLMENTS IN PUBLIC AND PRIVATE SCHOOLS.—Federal Security Administrator Oscar R. Ewing announced estimated school and college enrollment figures for the 1949-50 school year as reported to him by Earl James McGrath, U.S. Commissioner of Education. Public and private elementary schools, residential schools for exceptional children, teacher-training in-

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stitution practice schools, and Federal schools for Indians will enroll a total of 23,377,500 children. The same types of schools at the secondary-school level will enroll 6,533,000 boys and girls. Universities, colleges, professional schools, including junior colleges and normal schools, will register 2,400,000 young people. Other types of schools, chiefly private commercial and nurse-training schools not affiliated with colleges and universities, will enroll 361,000 additional. The grand total enrollment in these schools and colleges, both public and private, according to Commissioner McGrath, will be 32,671,500. A detailed breakdown of the enrollment figures for 1949-50, as released by the Commissioner of Education, are given below:

ESTIMATES OF ENROLLMENTS, 1949-50

<i>Elementary Schools</i>		
Public	20,584,000	
Private and Parochial	2,652,000	
Residential schools for exceptional children	61,500	
Model and practice schools in teacher training institutions	50,000	
Federal schools for Indians	30,000	
Total elementary		23,377,500
<i>Secondary Schools</i>		
Public	5,885,000	
Private and Parochial	575,000	
Residential schools for exceptional children.....	20,000	
Model and practice schools in teacher training institutions and preparatory departments of colleges	47,000	
Federal schools for Indians	6,000	
Total secondary		6,533,000
<i>Higher Education</i>		
Universities, colleges, professional schools, including junior colleges and normal schools	2,400,000	
Total higher education.....		2,400,000
<i>Other Schools</i>		
Private commercial schools	270,000	
Nurse training schools (not affiliated with colleges and universities)	91,000	
Total other schools		361,000
Grand Total		32,671,500

CURRICULUM TRENDS IN THE STATE OF WASHINGTON.—*The Washington State Curriculum Journal*, Volume 8, Numbers 2, 3, and 4, present a picture of the curriculum program in this state. These publications, prepared under the direction of Pearl A. Wanamaker, State Superintendent of Public Instruction, are provided as an aid to Washington counties in strengthening their basic objectives of equality of educational opportunities. The titles of these publications are: "Life Adjustment Education," January, 1949; "New Departures, 1947-1949," March, 1949; and "Guidance Services in the State of Washington," May, 1949.

CLASS INSTRUCTION IN PIANO.—To fill a need created by the rapid growth of class instruction on pianos in the schools, the American Music Conference, 332 South Michigan Avenue, Chicago 4, Illinois, has prepared a leaflet to guide the pupil's practice plans. It is available free to class piano teachers for distribution to their pupils. The leaflet, called *So You're Learning to Play the Piano*, is written to be understood by pupils in the third grade and higher.

STATISTICS FOR SCHOOLMEN.—School buses now carry twenty-two per cent of all public school pupils to and from school. In 1920, the percentage was 1.6 per cent. . . . Average life expectancy for the white population: men—65.2 years; women—70.6. Life expectancy for Negroes is lower, but steadily increasing: men—57.9; women—61.9. . . . Thirty-nine states now have state associations of school boards. . . . Some 88,810 hopeful students applied for admission to the 5,864 openings in the freshman classes of the nation's medical schools during the last six months. . . . The average monthly earnings of school employees in state and local governments was \$226 in April, 1949, compared with \$169 for April, 1946. . . . Accidents in 1948 killed 10,731 children between the ages of 1 and 14 years—three times more deaths than were claimed by pneumonia and 42 times more than by polio. . . . The world's number one disease is malaria, afflicting more than 300,000,000 people each year.

B-I-E DAYS ARE SPREADING.—A new co-operative plan between educators and business people is rapidly gaining favor. It is known as a Business-Industry-Education Day and is being promoted by chambers of commerce and school superintendents in industrial centers of medium size. The primary purpose of such a day is to enable business and industrial leaders to become acquainted with the people who, next to parents, play an important role in the education of children. In turn, teachers are enabled to know better what makes American business tick and how employers deal with young people just out of school. "Great good can come from this closer acquaintance and better understanding between the teaching profession on the one hand and business and industry on the other," says the National School Boards Association, which supplied this description. Successful B-I-E Days have been held during the past year in Grand Rapids, Lansing, and Muskegon, Michigan; in Michigan City, Indiana; in Wausau, Wisconsin; and in Danville and Rockford, Illinois. The one at Rockford was particularly well planned and conducted and has stimulated other cities in Illinois and Wisconsin to make similar plans for the

coming year. In Rockford, one Friday morning, the nearly 1,100 teachers of the city and of Winnebago County spent the entire day as the guests of forty-four businesses and industries in the area, including manufacturing concerns, banks, department stores, etc. This took the place of the customary Teachers' Institute. One teacher wrote afterward, "It was the most outstanding activity in my sixteen years of teaching experience."

In brief, the plan was as follows. The local chamber of commerce undertook to explain the idea to its membership and to list those concerns which were really interested and whose top executives agreed to co-operate. The city and county superintendents of schools assigned teachers in groups to the individual concerns trying to avoid having more than one teacher from a school in any group and no group larger than forty. Each group of teachers spent the entire day as the guests of the concern to which it was assigned.

ARTICULATION IN ENGLISH BETWEEN THE JUNIOR AND SENIOR HIGH SCHOOL.—The autumn, 1949, issue of *The English Quarterly* (Theodore Roosevelt High School, 500 E. Fordham Rd., New York 58) pages 1 to 10, presents a symposium on how the articulation between the junior and senior high schools can be made more effective in the instruction of English.

PLANS ANNOUNCED FOR "BABE RUTH SPORTSMANSHIP AWARDS."—Plans for annual sportsmanship awards to boys and girls in 1,000 secondary schools throughout the nation were announced in New York City on August 16, the first anniversary of the death of Babe Ruth in whose honor the awards will be named. Details were released by Dr. Carl H. Troester, Jr., executive secretary of the American Association for Health, Physical Education, and Recreation, an NEA department, which will administer the awards project. Participating with this group in sponsoring the Babe Ruth Sportsmanship Awards are the Babe Ruth Foundation, Inc., the National Federation of State High School Athletic Associations, and the National Association of Secondary-School Principals, also an NEA department.

The purpose of the project, as outlined by the sponsors, is to disseminate information about and enlist enthusiasm for good sportsmanship and fair play. A committee composed of two representatives from each of the four sponsoring organizations will select the 1,000 participating schools early in 1950, and the first awards will be made in April.

Additional schools will be included for awards in succeeding years. The Babe Ruth Foundation has made a grant of \$24,000 to the American Association for Health, Physical Education, and Recreation to finance the awards for the first year. The basis for selection will be kept broad, encouraging the spirit of fair play in school and community relations. All awards will be given for sportsmanship and not for mere competitive excellence, popularity, winning letters or holding offices, except as these are indications of achievements in the broader realm of fair play.

Students will be asked to serve as judges in deciding which students have contributed most to sportsmanship, the spirit of fair play and co-operative ef-

fort, according to Dr. Troester, who will serve as director for the program. In selecting the 1,000 schools to receive the plaques the first year, a quota plan will be determined for each state. Attention will be given to both public and private schools and to large, medium, and small schools.

Forms for making application for the plaques will be sent to all the secondary schools in the United States. When these applications have been received, a list will be prepared and sent to the individual states for their final recommendations for selection of the schools to participate and to set up a committee to handle it from the state level. This state-level committee will consist of one representative each from the state high-school athletic association, the state association for secondary-school principals, and the state association for health, physical education, and recreation; plus one representative of secondary education in the state department of education.

SCIENCE TEACHING SOCIETIES TO HOLD JOINT MEETINGS.—Major science teaching societies affiliated with the American Association for the Advancement of Science will hold their second series of joint meetings in New York City, December 27-30. In addition to the joint sessions, the *National Science Teachers' Association*, an NEA department, the American Nature Study Society, and the National Association of Biology Teachers will hold separate association meetings.

Joint sessions are planned for the mornings of December 27, 28, and 29. On the 27th the program will center on the theme "Science in General Education" and will be directed by the Co-operative Committee of the AAAS with participants from each of the other co-operating groups. A program giving emphasis to problems in the teaching of biological sciences is scheduled for the 28th. The Federation of Science Teacher Associations of New York City will plan and conduct the joint session on the 29th.

The third National Conference on Industry-Science Teaching Relations, centering around the work and projected activities of the NSTA Advisory Council on Industry-Science Teaching relations, will be held in the afternoon of December 28, and the Junior Scientists Assembly is scheduled for December 29.

An exhibit of noncommercial organizations, their activities and their services, will be held all day on the 29th. There will also be a display of teachers' new and original demonstrations and experiments for the teaching of science. All teachers are invited to send exhibits. Additional exhibit information may be obtained from Dr. Walter S. Lapp, 724 Derstine Avenue, Lansdale, Pa. Advance reservation application forms for the meetings may be secured from NSTA Headquarters, 1201 Sixteenth Street, Northwest, Washington 6, D. C.

A FOLLOW-UP STUDY.—"How well do our graduates fare when they transfer to other educational institutions?" is a question often raised by administrators. To get an answer to the success of Estherville high-school and junior college graduates, Supt. N. E. Demoney, of the Estherville, Iowa, Public Schools, made a study of the college records of 148 persons who had entered senior colleges and completed four years of work. Estherville Public Schools includes a public

junior college as well as a four-year high school. Of the 148 records studied, fifty were of high-school graduates who had gone directly to a senior college and ninety-eight were of high-school graduates who took work in the junior college before entering the last two years of work in a senior college.

The study of student achievement was made solely on the basis of the scholastic point average achieved by the individual. The scale evaluated each A-mark in a course with four grade points for each semester hour of credit, three points for a B-mark, two points for a C-mark, and one point for a D-mark. The high-school record used the same system on the basis of the course mark for each semester of work in the course.

The high-school grade point average for the fifty graduates transferring directly to the four-year colleges was 2.46; and, for the ninety-eight persons entering the junior college, the grade-point average was 2.47. For the purposes of this study, it was concluded that both groups were of equal ability as far as their high-school records were concerned. A comparison of grade-point averages in college showed that the ninety-eight persons attending junior college made a 2.6 grade-point average in junior college and then dropped to 2.46 during their junior and senior years in the four-year colleges. The high-school graduates transferring directly to the four-year colleges had a grade-point average of 2.05.

One of the conclusions reached by administrative officers of the Estherville system is that students taking work in the junior college have a definite scholastic advantage over those who do not take work in the junior college before entering a four-year college. When grade-point averages were studied for the different types of colleges, the evidence showed that transfers from both the high school and junior college found the going rough in the engineering schools. The grade-point average for this group dropped a full point.

Most of the colleges to which students transferred are located in the Middle West. The next step in the study will be to break down the scholastic records of these people to the areas of English, mathematics, social science, and natural science to determine how the students' marks in the high-school departments compare with those received in the junior and senior colleges.

THE FIGHT FOR BETTER SCHOOLS

THE *March of Time* has just released for theatrical distribution the new motion picture entitled *The Fight for Better Schools*. The picture is based on the premise that because public schools are the very heart of democracy, never in American history has there been a better need for sound education than there is today. The film tells the dramatic story of how one county—Arlington, Virginia—is revitalizing its public schools. It also shows how Arkansas is fighting to improve its schools; educational progress in the state of Delaware, in Great Neck, Long Island, and elsewhere. It will be limited to theatrical shows until approximately April 1, 1950. After that time, it will be available in 16-mm. prints through the *March of Time*, New York 17, New York.

The Book Column

Professional Books

CLINCHY, E. R. *Intergroup Relations Centers*. New York 16: Farrar, Straus and Co. 1949. 64 pp. \$1.50 Two generations hence, tiny pieces of uranium may be heating our cities, driving our trains, running our plants and factories. Or a few of us may be living in the burnt ruins of the promises of the Atomic Age. The answer lies in man's ability to get on with other men, other races, other religious groups. The author believes that man has reached the stage in history where he can study and control the causes of prejudice and discrimination as he now studies and controls disease. Man is not inherently warlike or bigoted. These are cultural qualities and, as culture is man-made, it can be changed and improved. This book outlines a plan to bridge the gap between the findings of social science and community reality, to place the resources of science, education, and religion at the disposal of community, industrial, and labor leaders.

ENGELHARDT, N. L.; ENGELHARDT, N. L., JR.; and LEGGETT, STANTON. *Planning Secondary-School Buildings*. New York 18: Reinhold Publishing Corp. 1949. 262 pp. \$10.00. This is a school book for architects and educators to help them in designing, planning, and operating a secondary-school building. It is one of the most detailed and comprehensive books exploring the educational use of space from a contemporary viewpoint. The rich benefits of the authors' work and study are incorporated in their suggestions which are virtual formulas for increasing the efficiency of a secondary school.

One of the most significant features in the book is its consideration of space for diverse activities and equipment, from teaching to dust mops. Specifically, the authors discuss design problems of each unit in the school: classrooms, administrative offices, shops, libraries, auditoriums, gymnasiums, laboratories, rest rooms, social rooms, locker and shower rooms, cafeterias, art and music studios, homemaking areas, and other plant facilities in secondary schools. General design requisites, performance, and accessibility of equipment are thoroughly covered. This book explains how to derive the greatest educational return from school space by proper planning.

Architects, builders, school administrators, superintendents, and educators have found many other sections of immeasurable value. A well-developed schedule of interior finishes, for example, indicates the type of floor, wall, and ceiling finishes most practical for hard, school usage. The needs of those who operate and maintain the plant are also analyzed and suggestions made for attaining maximum efficiency.

This book shows you how to move your secondary school out of the little red school house, structurally and philosophically, into a completely functional unit to meet the educational demands of today and tomorrow. This book is thus the product of many minds. Here are brought together ideas, suggestions, and

patterns of planning, some new, some old, some tried, and others still to be incorporated in buildings for the first time.

HILTON, ERNEST. *Rural School Management*. New York 16: American Book Co. 1949. 288 pp. \$3.25. This is a book that will be of value to the in-service group of rural teachers as well as to those who are training to be teachers. Well-organized, concise, and easy to read, this text fills a very real need for an up-to-date, functional treatment of rural education. Before he wrote this book, the author analyzed rural school management courses in fifty-nine colleges. He also made a survey of what school supervisors believe should be included in rural school management courses. *Rural School Management* is the result of these two investigations.

Emphasizing social foundations, the book recognizes the fact that, if life in school is to have validity and vitality, it must draw upon and relate to the needs of the children and of their society. It seeks to extend the consideration of management problems to life beyond the schoolroom walls. Practical teaching help is offered on such subjects as curriculum planning, preparing records and reports, safeguarding health, and maintaining discipline. Current trends in school reorganization are discussed and the statistical data given is the most recent available.

The Public and the Elementary School. Washington 6, D. C.: Department of Elementary-School Principals of the NEA. 1949. 347 pp. \$3.00 This 1949 yearbook of the Department of Elementary-School Principals shows how individuals and groups may co-operate in improving the elementary school's public relations—an important part in the improvement of a school program. The yearbook emphasizes the part played by elementary-school principals as the keystone in a program of community relations. It analyzes and discusses the public-relations program from the viewpoint of the principal, children, teachers, parents, community agencies, public, curriculum, and administration. It also contains a list of the members by states as of June 1, 1949.

RUFVOLD, M. I. *Audio-Visual School Library Service*. Chicago, Illinois: American Library Association. 1949. 124 pp. \$2.75. This book attempts to answer some of the fundamental questions regarding the role of the school librarian in the audio-visual field. It shows that an effective audio-visual program in the school is an integral part of the educational program and, as such, it is the responsibility of librarians as well as other school personnel to contribute to its effectiveness. It points out some of the distinct ways in which the school library can extend its existing service to include all types of instructional materials which are essential to the school program. Likewise, it gives attention to the reference uses of audio-visual needed in the library by individuals or groups, and also to the whole field of cataloging, organizing, and distributing these materials according to standard library practices. In addition to an appendix of source material and an index, the following topics constitute chapter headings: Materials of Communication and School Library Service; The Selection and Use of Audio-Visual Materials; Indexing, Processing,

and Circulating Materials; Housing and Equipping the Materials Center; and Budgets and Expenditures for Audio-Visual Programs.

Textbooks in Education. New York: The American Textbook Publishers Institute. 1949. 151 pp. \$2.00. Here is the story of all the factors involved in the publication of a textbook in education. Not only will the person who is considering the writing of one gain practical information of how to write one, but the reader himself will also gain an appreciation of all the ramifications involved in producing a textbook or, for that matter, any other book. Topics covered are: The Role of the Textbook and Its Publisher; A Short History of the Textbook in America; Facts and Figures; Selection and Purchase of Textbooks; From Idea to Book; and The American Textbook Publishers Institute.

Books for Pupil and Teacher Use

BEERY, MARY. *Manners Made Easy.* New York 18: McGraw-Hill Book Co. 1949. 341 pp. \$2.40. This new book gives teen-age boys and girls modern, down-to-earth information on etiquette, social usage and conduct, and poise development. In friendly, informal style, it presents specific material on grooming, posture, health, clothes, speech, and correct behavior at home, at school, in public, and at social affairs. It brings to teen-agers the what, how, and why of the rules of social usage, offering this information in such a way that it can easily be found, understood, and put to use. Written to instruct rather than to entertain, it presents practical details rather than theory and deals with situations of everyday living which the pupil will meet now and later in life. Specific treatment is given voice and conversation, dates and dancing, table manners, and restaurant procedure. Material is presented in the order of its importance to the pupil. First, he is given an understanding of manners at home and at school; then, of behavior at work and at social affairs; and finally, of social conduct while traveling.

BLAU, J. L., editor. *Cornerstones of Religious Freedom in America.* Boston 8: Beacon Press. 1949. 260 pp. \$3.00. This book consists of selected basic documents, court decisions, and public statements. Edited, with an introduction and interpretations by Joseph L. Blau.

BONAVIA-HUNT, D. A. *Pemberley Shades.* New York 10: E. P. Dutton and Co. 1949. 317 pp. \$3.00. Who could have foretold that Dr. Robinson, vicar of Pemberley, who had done nothing of note in all his lifetime, should, by the common and natural act of dying, set in motion a train of events so strange, so startling, so far removed from probability, as to emulate the riotous fancies of a disordered mind? Thus the author introduces the diverting series of events in which Elizabeth and Darcy become involved in this delightful novel. At Pemberley, the Darcy's beautiful country residence in Derbyshire, are gathered many of the people we remember from *Pride and Prejudice*: Darcy's sensitive and talented sister, Georgiana, now a lovely young woman; sweet-tempered Jane and her husband, Bingley; fun-loving Kitty Bennet and her sardonic, self-contained father; that memorable arch-snob Lady Catherine de Bourgh, still seeking a husband for her ill-natured daughter, Anne. New characters include amiable young Robert Mortimer of Cloppwell Priory; Major Wakefield, who has lost an arm in

His Majesty's service; the formidable Robinson sisters—and the Honorable Stephen Acworth, around whom the whole story revolves.

BROOKE, E. E. *You and Your Personality*. New York 16: Harper and Brothers. 1949. 188 pp. \$3.00. The book is divided into five parts: "The *You* you know yourself to be, the *You* people think you are, the *You* people see, the *You* you want to be, and the *You* you can be." The author describes the specific problems of personality inadequacy and offers methods of correction. Her treatment ranges from matters of appearance, clothing, and grooming through a discussion of good manners to the deeper view of directions and aspirations in life that make for creative living.

BURNHAM, PHILIP. *Basic Composition, Book One*. Chicago 11: Scott, Foresman and Co. 1949. 464 pp. \$2.20. The purpose of this book is to put basic language skills within reach of every high-school pupil. Its organization is geared directly toward this purpose. The book comprises thirty units, each one composed of sections on Grammar, Improving Sentences (the direct application of the grammar just learned), Punctuation, Spelling, and Usage. In each unit after the first, a composition section serves as the culmination of the preceding work, thereby showing pupils the practical value of English fundamentals and at the same time showing them that these fundamentals are concrete tools for them to use in improving their own oral and written composition.

Part One (Units One through Fifteen) establishes seven basic composition patterns; Part Two gives pupils an opportunity to make use of these basic patterns in practical situations. Throughout the book, oral composition as well as written is emphasized as an important means of expression. Oral composition assignments alternate with written and are paired as to topic in Part One. Thus a pupil will learn to use his notes for an oral presentation as a basis for a written composition.

CLYMER, ELEANOR. *The Latch Key Club*. Philadelphia 6: David McKay Co. 1949. 282 pp. \$2.50. None of the Bennetts dreamed that their turn-about plans from camp to economy would turn out to be the summer "vacation" of all time. Moving into a cheaper apartment (even if it had more room and a real fireplace) didn't exactly promise much fun. But that city summer with the latch key club in the rough-and-tumble neighborhood was a lot more challenging than any conventional summer camp.

DALY, S. J. *Blondes Prefer Gentlemen*. New York 16: Dodd, Mead and Co. 1949. 272 pp. \$2.50. Sheila John Daly, just twenty herself, has written a book that will help a teen-aged boy meet every possible problem, from his first day as a freshman to that big graduation night. The twenty-eight chapters include helpful hints on choosing a girl, planning inexpensive and unusual dates, smoking, drinking, necking, how to recognize the headwaiter, behavior on the dance floor, and what girls like in the way of flowers, birthday and Christmas gifts and clothes for their favorite beau boys. He'll find all the etiquette for different types of dates, from movie evenings and school proms to week ends at girls' schools and nights of home television. He'll discover the basic rules on girls, going about, and grooming.

DAVILA, CARLOS. *We, of the Americas*. Chicago 1: Ziff-Davis Publishing Co. 1949. 276 pp. \$3.50. This book contends that America is riding for disaster on the tail of an international program which ignores our own hemispheric realities in an amazing infatuation with European and Eurasian affairs. Carlos Davila, famous proponent of inter-American unity, exposes the half-truths, the pressure concepts, and cynical distortions of fact which have been skillfully used to discredit Pan-Americanism and draw us into the maze of international power politics. His thesis is simple and direct: A United Nations free from great power domination; A World Federation organized on a regional basis; a New World economically, politically, and militarily integrated.

One by one, Mr. Davila attacks and refutes the long list of "black legends" which are the stumbling blocks in the implementing of a true Pan-Americanism. Backed by well-organized propaganda, these ugly fables of racial, financial, and technological inferiority in the Latin South have grossly distorted thinking in the United States. His analysis of inter-American relations, from the days of the American Revolution to the Bogota Conference in 1948, shows that South America can take its place on an equal basis in any partnership with Uncle Sam.

DAVIS, C. E. *Joe and Bob on Northland Trails*. New York 18: Julian Messner. 1949. 162 pp. \$2.50. This is a thrilling story of fun, rivalry, and adventure during two glorious weeks in the Wisconsin lake district. Bob Stevens was the most excited boy in all Ohio when his father and mother gave him permission to join his friend Joe Howe on a camping trip to the Wisconsin northwoods, where the Howe family spent their annual vacation.

First, there was the eight-hundred-mile drive through the rich lands of the Mid-west—Ohio and Indiana, and north through Michigan, then across the Straits, and down into Wisconsin. Once they arrived at camp, the boys could hardly wait to get out their fishing gear and try their luck. Joe, of course, wanted to show Bob all his favorite fishing spots, and together the boys explored the waters of the Flowage and the Manitowish and shot the dangerous rapids of the Flambeau. They caught muskies and bass, trout, wall-eyes, perch, and pike. And they entered their biggest catch in the town contest. They helped put out a forest fire and had lots of fun at the town dances, picnics, and weenie-roasts.

DEMING, DOROTHY. *Sharon's Nursing Diary*. New York 16: Dodd, Mead and Co. 1949. 372 pp. \$2.50. Sharon Bruce—the ink barely dry on her diploma from the Johns Hopkins School of Nursing—finds that nursing offers a wide variety of exciting experiences while she is trying to decide which of its specialties appeals to her most. Her year of adventures takes her into hospitals, homes, towns, and cities, into an industry, and all the way to an island off the coast of Maine. She earnestly and enthusiastically nurses babies and old people and all ages between, while keeping a watchful eye on the doctors interested in her fellow nurses and in herself.

Sharon's career reveals the wide selection of rewarding opportunities open to nurses in all branches of the profession, in travel, teaching, and executive

work, as well as staff nursing; and it helpfully and happily gets down to the practical problems of qualifications, training, and salary. Fascinated readers who go with Sharon from case to case will discover why patients—and doctors—need nurses so much. It is a rewarding profession that has wonderful openings for recruits and it offers them varied, colorful adventures, now that America and the world have become so whole-heartedly health-conscious.

Department of State. *U. S. Relations with China*. Washington 25, D. C.: Superintendent of Documents. 1949. \$3.00. A record of our relations with China, beginning in 1844 but with special emphasis being placed upon our relations with her in the last five years.

DuJARDIN, ROSAMOND. *Practically Seventeen*. Philadelphia: J. B. Lippincott. 1949. 213 pp. \$2.50. Toby Heydon, an attractive, fun-loving teen-age girl, here reveals her inmost thoughts about her family, herself, and her first boy friend. Here is Toby Heydon's own story of the months before her seventeenth birthday, lived in the midst of a spirited small-town family.

EDMONDS, W. D. *Cadmus Henry*. New York 16: Dodd, Mead and Co. 1949. 137 pp. Cadmus Henry, mounted on one of the finest mares in Virginia and perfectly turned out from the top of his proudly held head to the toes of his shiny, made-to-order boots, dreamed of himself charging intrepidly into battle under orders of General Lee himself. But, unfortunately, young Cadmus Henry could write legibly; so he was assigned to make endless copies of reports on the progress of the Confederate troops during the Peninsula Campaign. An unexpected chance to volunteer for special scout duty seemed to offer renewed hope for valorous exploits—until Cadmus Henry found that, instead of riding into battle, he was expected to float over the enemy lines in a balloon.

ELLSBERG, EDWARD. *Cruise of the Jeannette*. New York 16: Dodd, Mead and Co. 1949. 275 pp. \$2.75. The author relates the heroic saga of the crew of the *Jeannette*. This was the first expedition to seek the North Pole by way of the Bering Sea, about seventy years ago. The author, working on the logs of that amazing expedition, out of the stark facts set down there has fashioned a tale that cannot be surpassed for suspense, excitement, and the ability to stir our admiration, horror, and deep sympathy. Five intrepid officers of the United States Navy, over a score of hardy crewmen, and three venturesome scientists were looked for two years in the Arctic ice pack, carefully carrying on the everyday duties of an exploring ship's routine while living in constant dread that the *Jeanette* would be crushed to splinters beneath them.

FRANKLIN, BENJAMIN. *Autobiography*. New York 10: E. P. Dutton. 256 pp. This reset edition includes a newly compiled index to *Franklin's Autobiography*, which carries his life up to 1757, and to the editor's valuable supplementary account of the life and work of "the historical Franklin" up to his death in 1790.

GEISEL, J. B. *Personal Problems*. Boston 7: Houghton Mifflin Co. 1949. 440 pp. The new edition will serve as a guide in the building of character and a well-adjusted personality. The book gives the high-school pupil specific help in solv-

ing his individual personal problems intelligently, in understanding himself and others, in finding his place in the world about him. The high-school pupil has reached an important stage in his "personality construction." Consciously or unconsciously, he has formed in his mind an ideal self which he wishes to become.

He learns that creating character according to the specifications of his ideal is very similar to constructing a house. *First*, the builder must have a well-defined picture of what he wishes to produce; *second*, he must know his materials, the virtues and weaknesses of each; and *third*, he must be able to adjust to the lack of some materials by making the most of those which are superior. This book attempts to teach each pupil the how and why of his own personality. Because of a better understanding of himself, he is able to put his finger on the basic causes of his personal problems and to solve them intelligently. Every personal problem he meets and solves successfully is another step in the building of his ideal self.

GRAHAM, SHIRLEY. *The Story of Phillis Wheatley*. New York 18: Julian Messner. 1949. 176 pp. \$2.75. This is the remarkable story of Phillis Wheatley, the Boston slave girl, poet of the American Revolution, who translated *Ovid* at fifteen, was received in the best drawing rooms of Boston, was entertained in England by the Countess of Huntington and the Lord Mayor of London, and praised by Tom Paine, John Hancock, and General George Washington. Against the background of political unrest, the American struggle for freedom, and Boston, suffering the privations of a besieged city, the author tells the dramatic, touching, and tragic story of the young African poet, Phillis, who sang of freedom in an alien land.

HAUSLE, E. C.; et al. *Mathematics You Need*. New York 3: D. Van Nostrand Co. 1949. 376 pp. \$1.96. This is an easy general mathematics text which provides a working knowledge of the elementary concepts of algebra, formulas, ratio, scale drawing, graphs, geometry, etc. It is not an arithmetic review book nor a consumer mathematics though it contains elements of both. It is new material, offering a basic treatment for the general student who is not going on with mathematics. There are over 1,300 practice exercises and 40 figures exclusive of photographs. There are nearly 100 illustrative examples worked out for the pupil. The content is based on the Guidance Report of the Commission on Post-War Plans of the National Council of Mathematics Teachers.

HEWES, A. D. *Anabel's Windows*. New York 16: Dodd, Mead and Co. 1949. 240 pp. \$2.50. The author has turned as a source for this book to her own happy memories of Syria, where, as the granddaughter of an outstanding missionary, she was the only foreign child in the Lebanon hillside village. The charming story of Anabel is really her own, with its warm spirit of friendliness and spontaneous understanding, its eager interest and sharing in the activities of her neighbors, from the care of silkworm cocoons, to riding the primitive grain thrasher, attending the village school (since she spoke Arabic perfectly) and listening to the wonderful old tales that were told to her. There are personal exploits, too, in a thrilling trip to Beirut, the willful release of a much-admired wild mare and the brave facing of its angry, hostile owner, which brought a

most surprising addition to the beautiful celebration when the whole village welcomed Anabel's mother and father back from America.

HOWE, GEORGE. *Call It Treason*. New York 17: The Viking Press. 1949. 344 pp. \$3.00. There were three motives that led German prisoners of war to volunteer for service behind their own lines as spies for the American Army—"riches and risk and faith." One of each was involved in the mission described in this book, in which three men were dropped by parachute across the Rhine ahead of our advancing forces: The Tiger, a Communist with a greed for power and wealth; Paluka, a carefree dare-devil looking only for adventure; and finally Happy, the son of a Berlin doctor, who knew that by risking his life he could hasten the day when the Nazi evil would be ended.

We follow Happy's progress with mounting excitement, hoping intensely that he will get back with his report across the flaming Rhine, knowing that any false step will betray him. The author gives a fascinating and authentic account of the complicated technique of such a mission. And as Happy travels through Ulm and Heidelberg to Mannheim, we get a startling picture of what Germany was like just before the end.

JACKSON, P. R. *Elementary College Accounting*. New York 11: Prentice-Hall. 1949. 311 pp. This material furnishes elementary accounting students with all the essential training in bookkeeping procedures and accounting principles, so that they are able to keep a set of books for the average, small company and so that they can handle the duties of an assistant in the accounting department of a large firm. It covers all basic principles of accounting theory, including: debit and credit; use of journals and ledgers; controlling accounts and subsidiary ledgers; statement preparation; and closing the books in a single text and practice set. Some of its special features are: a complete and modern practice set, providing practice in the use of every accounting record needed in a merchandising business and embodying the latest principles of system and form design; a thorough handling of pay-roll matters, including pay rolls, compensation records, and entering pay-roll checks in the check record; comprehensive explanations and instructions, relieving instructors of answering unnecessary questions; concise summaries of vital points, enabling students to check their mastery of material before proceeding to other topics; and complete tax coverage, explaining all tax matters thoroughly.

Man and the Motor Car. New York 7: Association of Casualty and Surety Companies, 60 John St. 1949. 286 pp. Practical, concise, and easy to follow, this latest edition of the first text of its kind is profusely illustrated and written in clear, non-technical language. It includes all the techniques of operational know-how with a wealth of helpful material for developing attitudes essential for safe driving. It contains over 130 large functional illustrations, 286 text pages, and a comprehensive index. It is written by educators thoroughly familiar with the problems encountered by the high-school instructor in teaching a driver education and training course and is based on sixteen years of "clinical" experience in driver education and training. The AAA has a complete program free with *Man and the Motor Car*. This includes: (1) *Teacher's Manual*, (2) *Administrator's*

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MARTIN, E. B. *Judy-Come-Lately*. New York 17: Harcourt, Brace and Co. 1949. 218 pp. \$2.25. Traveling the county fair circuit with jolly, barrel-shaped Uncle Jay, who sold novelties to the merry-makers thronging the grounds, was a new experience for thirteen-year-old Judy. From the moment she joined him, she loved the brightly lighted midway with its sideshow barkers and its noisy carnival atmosphere, the friendly fair people, and the fun of living in a cozy trailer.

MEADER, S. W. *Cedar's Boy*. New York 17: Harcourt, Brace and Co. 1949. 234 pp. \$2.50. Those who have enjoyed Mr. Meader's *Red Horse Hill* will remember Cedar, the great pacing colt, and the stirring snowpath races in which he took part. Here, years later, the grandchildren of old Cedar carry Red Martin's colors to victory at Riverdale Fair. Several other characters in the book will be familiar—Uncle John Mason, Billy Randall, Yance, and Harko Dan. The new hero is Shad Davis, a lanky youngster from Squantic, born with courage, good hands, and a love of horses.

MILLER, MAX. *No Matter What Happens*. New York 10: E. P. Dutton and Co. 1949. 249 pp. \$3.00. It all began in Washington State, where Max Miller was a little boy and the world a wide unknown. From there the family went homesteading in Montana; but Max was already, in his imaginings, a man on his own. He told neighboring ranchers he "worked for old man Miller"—and made them believe it too, at least in public. Back in school in Washington, he had another vision. This one came from reading a book "so mysterious about gallant people of long ago who fought with swords" that he resolved he too would be a writer and have his picture in school rooms like Whittier and Longfellow.

Money-Making Hobbies. Chicago 11: Popular Mechanics Magazine. 1949. 160 pp. \$2.00. Jammed full with many hobbies (132 of them), both new and old and greatly diversified, this book will prove to be a great asset to those ambitious people who will put it to practical use and who wish to earn extra income. Plastics, leathercraft, pottery, metal-working, basketry, and woodcarving have always been good standby hobbies, but few have heard of the newer and highly interesting ones such as glass blowing, raffia, oilcloth corsages, gem-cutting, and even cacti growing.

MOORE, R. F. *Blue Print Your Career, A Guide to Success*. New York 18: Stackpole and Heck. 1949. 163 pp. \$2.75. This book offers to the pre-college student and the undergraduate, as well as those whose diplomas are gathering dust, a definite method for planning and charting a business or professional career. It is no secret that competition is keen among college-trained men and women for desirable positions in the business and professional world. The law of supply and demand is in effect, and difficult times may be ahead for many recent graduates. This book is a flexible, practical plan which (a) shows the undergraduate how to make use of his college curriculum to fit himself for the career of his choice and (b) offers to men and women, already started on their careers and seeking advancement and new horizons, invaluable guidance in on-the-job techniques.

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- NORTON, ANDRE. *Sword in Sheath*. New York 17: Harcourt, Brace and Co. 1949. 246 pp. \$2.50. Here is a new story by the author of *Scarface*—a tale of modern adventure in the East Indies that will appeal to every boy who has dreamed of coral reefs, fabulous treasures in pearls, and lost islands crowned with crumbling temples of ancient demon-gods.
- PAYNE, STEPHEN. *Teen-Age Cowboy Stories*. New York 10: Lantern Press. 1949. 256 pp. \$2.50. These are stories to fire the imagination, but they also give glimpses of a way of life still found in the American West. In addition to the thrilling, stimulating stories stressing the character building qualities, this volume contains a factual account of bronc busting and glossary of Western terms which will make any tale of the West more understandable, while the stirring illustrations actually help to transport the reader to the wide open spaces.
- PLAGEMANN, BENTZ. *My Place to Stand*. New York 16: Farrar, Straus and Co. 1949. 251 pp. \$2.75. During the last war, while serving as senior pharmacist's mate aboard an LST in the Mediterranean, the author was stricken with poliomyelitis (infantile paralysis). Like the many thousands who have had this deadly disease, his physical agony was matched only by his mental suffering. The author is a writer by profession and describes, as few persons can, what it means to be a "polio," what it is to fight for life and at times even for sanity and for one's faith in God.
- RADFORD, EDWIN and MONA A. *Encyclopaedia of Superstitions*. New York 16: Philosophical Library. 1949. 269 pp. \$6.00. This is the first time that the superstitions which exist, or have existed, among people throughout the world have been presented in encyclopaedic form, so that any individual superstition, or collective superstitions related to one particular subject, can be found under a specific heading, without searching through a multitude of index references. In all, some 2,300 superstitions are listed in this encyclopaedia, a work of more than 230,000 words.
- RIESENBERG, FELIX, JR. *The Mysterious Sailor*. New York 16: Dodd, Mead and Co. 1949. 210 pp. \$2.50. "It is just about as difficult to steal a registered ship today as it is to change your fingerprints!" Seventeen-year-old Tommy Mardon heard this from the "mysterious sailor" when he shipped as ordinary seaman for a voyage from San Francisco to South America. But even before he joined the freighter *Hatteras*, Tommy knew that a ruthless gang had plans to take his ship—and dispose of him. He was in the middle of a brutal and ingenious scheme, with his life endangered, not only at sea but also on the dark waterfront of Panama City, at Rio, and at anchor in the fog-bound channel of the River Plate, off the

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docks of Buenos Aires. And the worst of it was that he did not know whether the "mysterious sailor" was friend or foe!

ROSENBLUM, MARCUS. *The Story of Franklin D. Roosevelt*. New York 20: Simon and Schuster. 1949. 52 pp. \$1.50. The author tells Roosevelt's story with a child's direct and clear-eyed approach. The events of his life are described simply and entertainingly—from his childhood days spent roaming the grounds of Hyde Park and on trips to Europe, through the years at Groton and Harvard, and to the end of his political career. FDR's lifelong concern with social justice, his faith in America's future, and his courage in the face of disaster are here presented as an inspiration to young people. Seventeen Roosevelt pictures, most of them family-album photographs, and nineteen line drawings by Frances M. Ball carry out the book's spirit of informality and intimacy.

ROSENHEIM, L. G. *Kathie, the New Teacher*. New York 18: Julian Messner. 1949. 195 pp. \$2.50. This is the exciting story of impulsive, friendly Kathie Kerber who has many problems to solve during her first year of teaching, including the managing of her own impetuous self. Kathie had always dreamed of teaching in a lovely suburban town like Hill Crest with its neat houses, trim lawns, and clipped hedges, for she was a city girl who had lived all her life in a small apartment over her father's food store. But from the moment Kathie stepped off the train and fell into the arms of one of her seventh-grade pupils she was in trouble. For that very afternoon, she discovered another side of the tracks; and the interurban carlines not only divided the town socially and economically, but might as well have run right through the classroom. When Kathie tried to do something about the lunchroom and a community center, she ran right smack up against the school board and the PTA—and she almost lost her contract for the following year.

But Kathie made lots of friends in Hill Crest too; kindly Mrs. Duffy who tried to restrain her a little; gentle Jo Anne whose mother turned out to be a famous movie star; lonely Susie Briggs to whom Kathie brought happiness and sympathy; and handsome Jim Clarke who decided Kathie should add the subject of matrimony to her program for the coming year.

STAPP, A. D. *Escape on Skis*. New York 16: William Morrow and Co. 1949. 209 pp. \$2.50. When Walt and his two high-school companions left their car at Cayuse Pass to enter Mount Rainier National Park, they did not know that in the gray coupe ten miles behind were two men and a boy who would turn their holiday skiing trip into a struggle for life and safety. The high-school boys were athletes who knew the code of the sportsman. Fred, the boy in the coupe, had never worn skis before, never tested himself on a mountain, scarcely recognized any code at all. The two men were criminals. This book provides rich and satisfying fare: the excitement of adventure, the science and joy of skiing, the wonder of exploring winter-bound Rainier, and the drama of character development in the boys. It was not only Fred who learned a lesson in human values; but also Walt and his friends who achieved a depth of understanding that would illuminate their lives.

WATKINS, RICHARD. *Crocodile Crew*. New York 17: Harcourt, Brace and Co. 1949. 248 pp. \$2.50. The small town of Ballantyne, near the Florida Everglades,

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was completely different from the New England in which Don Willard had grown up. But boats were the same North or South, and the old sightseeing craft, the *Crocodile Queen*, lying unused in Jake Allen's yacht basin, caught Don's imagination. Since he and Sam Ford, the school friend whom he was visiting, both wanted to work for a year before going to college, why not run the *Queen* again for tourists? The idea was good, but it was not an easy one to carry out. An early hurricane nearly wrecked the *Queen*, but it was nothing compared to the difficulties they encountered later when Matt Pringle and his father, who ran another sightseeing boat, used fair means and foul to put the *Queen* and her backers out of business.

WELTY, EUDORA. *The Golden Apples*. New York 17: Harcourt, Brace and Co. 1949. 244 pp. \$3.00. Miss Welty's new work of fiction is the chronicle of a town she calls Morgana, Mississippi. We see the people and the events of Morgana from differing points of view and at different periods of time. Mrs. Fate Rainey—"Miss Katie"—begins the chronicle, in her own words, with the story of King MacLain, Snowdie MacLain, and their twins. The story ends forty years later with a majestic account of Mrs. Rainey's funeral, at which King MacLain (they all knew he was next) is a mourner.

WOLLETT, D. H. *Labor Relations and Federal Law*, Seattle 5, Wash.: University of Washington Press. 1949. 206 pp. \$3.00. With this book, the author provides the reader a touchstone which will serve to test the wisdom of future labor legislation. The 80th Congress, motivated by myriad considerations delivered the Taft-Hartley Act as it answers to the vexed question. Using this much-discussed and highly controversial statute as a springboard, the author enters into a penetrating discussion of the major issues of labor policy. He analyzes first of all the fundamental question posed by the growing concentration of economic power in the hands of private groups and supplies a historical background of Federal labor policy as it has evolved from Congress and the courts in recent years, along with statement of the thesis underlying the Wagner Act, thereby building a frame of references against which any labor relations statute may be evaluated.

He then turns specifically to the Taft-Hartley Act—representing a major effort to construct a bilateral labor code—with an incisive delineation of its strength and its weakness; its good and bad components. An important aspect of the book is its analysis of a little-discussed phase of labor policy—the problems of procedure and administration. The text is patterned so that it moves from the general to the particular, in the form of concrete examples, and back again to the general. This method of analysis gives the reader a picture of what the Taft-Hartley Act meant and what the experience under it has actually been.

Pamphlets for Pupil and Teacher Use

Alfred P. Sloan Foundation Report of 1947-1948. New York 20: Alfred P. Sloan Foundation, 30 Rockefeller Plaza. 1949. 62 pp. A periodic report on the management of a fund established for promoting a broader understanding of economic policies and principles which have characterized American enterprise. It includes the names of recipients of grants, the undertakings financed, and the policies

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American Education Week. Washington, D. C.: National Education Assn., 1201 16th St., N. W. 1949. Folder. A list of publications, scripts, recordings, mats, movies, and other materials available for planning observance of American Education Week, Nov. 6-12, 1949. Theme: "Making Democracy Work."

Annual Report of the General Superintendent of the Chicago Public Schools. Chicago 1: Chicago Public Schools, 228 N. LaSalle St. 1949. Unpaged. An attractive, illustrated report, accented by color, of the service record of the Chicago Public Schools for 1948-1949. Emphasizes varied facets of school training, parental co-operation, progressive steps, co-ordination of staff services, and a service guarantee for 1949-1950. Has a section called "Secondary Schools Reflect American Life." Space is devoted to classes and facilities for exceptional children. An unusual feature is the story of the importance of the accounting, purchasing, maintenance, and personnel work.

Applied Economics for Better Living. New York 16: Editor, Applied Economics, 280 Madison Ave. Free. Published bi-monthly by the Committee on Studies and Standards, American Association of Colleges for Teacher Education. The August, 1949, issue describes two projects for the improvement of school grounds and play areas, one rural and the other urban, which resulted in neighborhood improvement.

ARCHER, ALLENE, et al. *Plane Geometry Experiments.* New York: D. Van Nostrand Co. 1949. 78 pp. plus 20 plates. A series of experiments, in workbook form, to find the truth of basic theorems by laboratory method.

Assistance to Greece and Turkey. Washington 25, D. C.: Supt. of Doc. 1949. 43 pp. 20c. Seventh quarterly report to Congress for the period ending March 31, 1949, on the administration of public laws authorizing military assistance and economic rehabilitation.

Atomic Energy and the Life Sciences. Washington 25, D. C.: Supt. of Doc. 1949. 203 pp. 45c. Summarizes the major developments in the national atomic energy program and gives a comprehensive review of the biological and medical activities.

Australia in Facts and Figures (No. 23.) New York: Australia News and Information Bureau, 636 Fifth Ave. 1949. 32 pp. An official account of Australian economy and administration to the end of December, 1948, issued by the Commonwealth Department of Information in Sydney.

Building for Peace. Lake Success, N. Y.: Sales Section, Department of Public Information, United Nations. 1949. 36 pp. 25c. An outline of the work of the first four years of the United Nations. Illustrated with photographs.

California Schools. Sacramento, Calif.: State Dept. of Educ. August, 1949 (Monthly). 25 pp. Besides departmental communications, interpretation of California school law, bibliography of professional literature, and a directory of approved educational organizations, there is a chapter on fire prevention education.

Career Conference. Lincoln, Nebr.: Department of Vocational Education, State Capitol. 1949. 40 pp. \$1.00. The career conference is emphasized as one tech-

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nique for focusing the facilities of the school and community upon the problem of vocational choice of youth. Detailed procedures and forms for setting up and following up a career conference are included.

CHERRINGTON, B. M. *Ten Years After*. Denver, Colo.: Social Science Foundation, University of Denver. 1948. 32 pp. Ten years of international cultural relations as viewed by a member of the U. S. National Commission for UNESCO.

Economic and Social Problems in the United Nations. Washington 25, D. C.: Div. of Public Liaison, Office of Public Affairs, Dept. of State. August (Monthly), 1949. 13 pp. Development on economic and social problems being given attention in the various agencies of the United Nations. This issue deals with human rights, world food problems, and world health and welfare.

Employment Outlook in the Building Trades. (Occupational Outlook Series, Bulletin No. 967), Washington 25, D.C.: Supt. of Doc. 1949. 121 pp. 50c. A report of a study conducted by the Occupational Outlook Branch of the Bureau of Labor Statistics, U. S. Dept. of Labor, for use in vocational counseling.

EVANS, L. H. *Bibliography by Co-operation*. Washington, D.C.: Library of Congress, Publications Section. A speech delivered by the Librarian of Congress before the Medical Library Association at Galveston, Texas, in April, 1949.

Fire Prevention Week Catalog of Supplies. New York 7, N.Y.: National Board of Fire Underwriters, 85 John St. Lists posters, stamps, stickers, leaflets, booklets, inspection blanks, fact sheets, speech outlines, radio scripts, and mats available.

Fostering Democracy Through Our Schools. Washington 25, D.C.: Office of Education, Federal Security Agency. 1949. Folder. Practical suggestions for meeting the challenge of democracy in the schools. Valuable for American Education Week planning. Also request further material for use in strengthening American democracy through education and community co-operation.

Fourth Report to Congress of the Economic Co-operation Administration. Washington 25, D. C.: Supt. of Doc. 1949. 134 pp. 35c. A report covering the foreign economic aid program of the U.S. for the period Jan. 1. to Apr. 2, 1949. Covers ERP, ECA, and Far Eastern assistance.

Growth Through Guidance. Wilmington, Del.: Wilmington Public Schools. 1949. 26 pp. The policies and procedures recommended by the guidance staff and the services available to the pupils and community.

Guiding Physical Growth. Wilmington, Del.: Public Schools. 1949. 15 pp. A statement of policies and procedures relating to health services provided by the Wilmington schools.

How Peoples Work Together. New York: Manhattan Publishing Co., 225 Lafayette St. Prepared especially for United Nations Day by the National Citizens' Committee for United Nations Day, 700 Jackson Place, Washington 6, D.C. A colorful and imaginatively designed booklet that presents in pictures, graphs, diagrams, and everyday terms the story of the complex organization and work of the United Nations.

KAMPFER, HOMER. *Adult Education Activities of the Public Schools*. Washington, D.C.: Supt. of Doc. 1949. 21 pp. 15c. A specialist for general adult education

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of the U.S. Office of Education regards the tremendous postwar interest in adult education as one of the healthiest signs of our times. He summarizes a survey of adult education activities in the public schools.

The Kansas Story on UNESCO. Washington 25, D.C.: Supt. of Doc. 1949. 41 pp. 20c. The story of how the first State Council on UNESCO was organized and is contributing to international understanding. Detailed guide for organization and operation.

KYKER, B. F. *Business Experience for Business Teachers.* Washington, D.C.: Supt. of Doc. 1949. 11 pp. 5c. The Chief of the Business Education Service of the U.S. Office of Education shows the need for business experience and suggests five plans for providing adequate business experience for business teachers.

MADISON, T. H., et al. *Music in the Elementary Schools in Indiana.* Bloomington, Indiana: Univ. Bookstore. 1949. 64 pp. 75c. This study of teaching responsibility, time allotment, materials and facilities, supervision, musical background of teachers, and teaching procedures in music in Indiana schools was compiled from questionnaires completed by elementary-school teachers.

The Military Assistance Program (No. 3606). Washington 25, D.C.: Dept. of State. 1949. 16 pp. Message of the President to Congress and statements of the Secretary of State and Ambassadors Douglas and Grady.

MURRAY, PHILIP. *The Steelworkers' Case for Wages, Pensions, and Social Insurance.* Pittsburgh 22, Pa.: United Steelworkers of America, 1500 Commonwealth Bldg. 1949. 29 pp. The presentation of the steelworkers' case before the Steel Industry Board by the President of the United Steelworkers of America (CIO). Contains the background of the industry, the union, and previous negotiations; status of the industry and the union at the time of the report; and proposals of the union for greater benefits and wages; with a statistical statement of their cost.

Music in the Public Schools. York, Pa.: Supt. of Schools. 1949. 8 pp. The varied music activities of the York Public Schools presented in pictures. Shows the development of music appreciation and abilities from the lullabies and rhythm exercises of the kindergarten to the finished performances of high-school soloists and formal groups. An unusual picture of one department of the schools.

The Naval Reserve Officers Training Corps. Washington 25, D.C.: Navy Dept. 1949. 42 pp. A bulletin of information to acquaint administrators with the details of the NROTC program and the qualifying examination to be given December 3, 1949 (deadline for applications being Nov. 12, 1949).

NICHOLS, OSGOOD, and CARSKADON, T. R. *Can Labor and Management Work Together?* New York 16: Public Affairs Committee, 22 E. 38th St. 1949. 32 pp. 20c. Based on *Partners in Production: A Basis for Labor-Management Understanding* by the Twentieth Century Fund Labor Committee. Shows areas of conflict and agreement and roads of co-operation.

The Occupational Outlook Handbook (No. 940). Washington 25, D.C.: Supt. of Doc. 1949. 454 pp. \$1.75. Prepared by the Bureau of Labor Statistics, U.S. Dept. of Labor. Of interest in guidance. Briefs on 288 varied occupations,



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- Our Tulsa Schools.* Tulsa, Okla.: Supt. of Public Schools. 1949. 32 pp. A pictorial story of the schools' various departments, including health, cafeteria, and guidance, from kindergarten to adult classes. Contains several pages of exceptional public relations value on building modernization and expansion plans, recruiting and selecting teachers, maintenance and transportation services.
- Participation of the U.S. Government in International Conferences.* Washington 25, D.C.: Div. of Publications, Office of Public Affairs, Dept. of State. 1949. 375 pp. Brief accounts of international conferences in which the United States participated officially during the period July 1, 1947, to June 30, 1948.
- Proceedings of the 1948 Invitational Conference on Testing Problems.* Princeton, N. J.: Educational Testing Service. 1949. The record of discussions sponsored in New York City on October 30, 1948, by the American Council on Education. Panel 1: "Constructing Examinations So That They Will Be Valid Measures of Important Functions." Panel 2: "Defining the Nature of the Verbal Factor as Used in Aptitude Test Batteries." Panel 3: "Establishing the Type of Norms Most Useful and Important for the Interpretation of Achievement Test Scores."
- A Report of the Harvard Summer School Conference on Educational Administration.* Cambridge, Mass.: Graduate School of Education, Harvard Univ. 1949. Summary of talks on the topic "Secondary Education; Is There an Emerging Design?"
- Deport of the Workshop Conference of the National Committee on Policies in Conservation Education.* Chicago 2: Librarian, Izaak Walton League of America, 31 North State St. 1949. 16 pp. Single copy, 12c; 10 or more, 11c each. A summary of recommendations and suggested implementation for conservation education. Also publishes a five-cent supplement—*Some Selected References on Conservation for Pupils and Teachers.*
- School Savings Journal for Classroom Teachers.* Washington 25, D. C.: Education Section, Savings Bonds Division, U. S. Treasury Dept. Fall, 1949. Features an article by Pearl Wanamaker (past president of the NEA), "Forty Niners: Then and Now" arranged for classroom use, a story about school savings in Puerto Rico, short reports of school practices in thrift and money management, and a "lift-out" poster urging the buying of U. S. savings stamps and bonds.
- Seasonal Fluctuations in Maryland Business.* College Park, Md.: Bureau of Business and Economic Research, College of Business and Public Administration, Univ. of Md. June 1949. 10 pp. Statistical studies with graphic representations.
- A Select List of Books and Documents on Education in Britain.* New York 20: British Information Services, 30 Rockefeller Plaza. 1949. 14 pp. Free. A classified bibliography on various levels and general topics such as educational method and child guidance.
- Selective Checklist of Prints and Photographs.* Washington 25, D. C.: Publications Section, Library of Congress. 1949. Free. A catalog of prints, photographs, and reproductions that makes pictorial materials on personages, places, and events readily available from the Prints and Photographs Division.

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SHORES, J. H. *A Critical Review of the Research on Elementary School Curriculum Organization, 1890-1949*. Urbana: University of Illinois, 358 Administration Bldg. 1949 (Sept.). 29 pp. Contains a brief account of the development of the elementary-school curriculum since 1890, with special emphasis upon educational research, interpreting the results in the determination of educational objectives and in organization of the curriculum. Discernible trends within each aspect as well as a summary of trends and indication of research needed are included.

Sixth Semiannual Report of the Atomic Energy Commission. Washington 25, D. C.: Supt. of Doc. 1949. 203 pp. A report of the major developments in atomic energy programs of physical research, biology and medicine, metals, agriculture, defense, etc. Reviews known effects of radiation and surveys their benefits.

TOMPKINS, ELLSWORTH. *Large and Small Classes in Secondary Schools*. Washington 25, D. C.: Supt. of Doc. 1949. 30 pp. 20c. The circular examines relationships between exceptional class size and teaching method.

UNESCO Courier. New York 27: International Documents Service, Columbia Univ. Press, 2960 Broadway. Monthly, 10c; yearly subscription of 12 issues, \$1.00. The July, 1949, issue, for example, contains articles headed: "What Cultural Duties Has the State?" "Unesco Board Votes Emergency Aid for Greek Refugee Children." "Unesco Creates Regional Office in Western Hemisphere." "The School Bell in the Wilderness." "School Broadcasting." "Start World Press." "Adult Education and the Future of Our Civilization." "Abstracting Scientific Journals." "Backward Areas." "The Latin American Struggle Against Illiteracy."

UNESCO World Review. Washington, D. C.: UNESCO Relations Staff, Dept. of State. Mimeo. Weekly releases of radio news about education, science, and culture in script form. Designed to reveal developments, offer glimpses of progress, tell of advances in understanding among the peoples of the world, and present problems and obstacles in UNESCO's fields.

The United Nations Reports to the People. Lake Success, N. Y.: Research Section, Dept. of Public Information. 1949. Mimeo.

No. 18377. "A Short Chronology of the U. N."

No. 18680. "Work of the United Nations."

No. 18686. "United Nations Day."

WITTY, PAUL. *Streamline Your Reading*. (Life Adjustment Booklet). Chicago 4: Science Research Associates, 228 S. Wabash Ave. 1949. 51 pp. Single copies, 60c; 15 or more, 50c; 100 or more, 35c; 1000 or more, 25c. Tells the teen-ager why reading is important both in school and on the job. Especially for grades 9 and 10, but adaptable from 8th to college years. *Instructor's Guide* and poster are also available.

World Labor Standards. Washington 25, D. C.: Supt. of Doc. 1949. 8 pp. 10c each with 25% discount on 100 or more. The Bureau of Labor Standards of the U. S. Dept. of Labor describes the role of the United States in the International Labor Organization. Explains the purpose and operation of the ILO and how the Federal government transmits ILO information to the states.



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